



Turnaround Option Plan – Phase 2

Putnam County Public Schools

Mellon Elementary School

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).

Mellon Elementary School 54 0091

District-Managed Turnaround

Part I: Needs Assessment

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

Needs Assessment Methodology and Planning

District and school leaders work collaboratively using both qualitative and quantitative data when determining points of strength and opportunities for growth at each school in the district. On June 14, 2017 school and district leaders came together to review end of year state, district, and school level data, excluding official school grades. The agenda for the meeting included reviewing the district's strategic plan performance targets, our graduation initiative, attendance data, 5Essentials data, and expectations for school improvement planning and target setting. The qualitative data our district uses for needs assessment is perception data from students and teachers gathered through the 5Essentials Survey. Quantitative data points include school grade components, chronic absenteeism rates, suspension rates, number of behavior referrals, graduation rates, and grade-level progress monitoring data from i-Ready and Performance Matters.

As school leadership teams develop their school improvement plans and targets, district staff provide support and tools for planning purposes. School grade goal setting spreadsheets are provided with historical data so school teams can analyze trends and ensure they are setting rigorous targets for each school grade component. School leaders have access to interactive school grade monitoring spreadsheets throughout the school year to support constant monitoring of growth and adjust strategies as necessary.

Needs Assessment Results for Mellon Elementary School

5Essentials

The Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement. The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.

Student Response Rate	77.9%
Teacher Response Rate	63.6%

Essential	2016	2017
Ambitious Instruction	Strong (66)	Neutral (53)
Effective Leaders	Strong (65)	Neutral (49)
Collaborative Teachers	Neutral (45)	Weak (23)
Involved Families	Weak (23)	Weak (22)
Supportive Environment	Weak (33)	Very Weak (11)

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School Grade Trends

	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade
2014-2015	26			21			23	70	3	23	98	F
2015-2016	19	31	30	24	49	56	21	230	7	33	99	D
2016-2017	23	45	53	19	39	42	15	236	7	34	99	D

2016-17 School Chronic Absenteeism Data

Our district defines chronic absenteeism as students with 19 or more days absent. This includes both excused and unexcused absences.

% of students with attendance rate of 0% to 89% (19 or more days absent)	% of students with attendance rate of 90% to 95% (9 to 18 days absent)	% of students with attendance rate of 96% to 100% (0 to 8 days absent)	% of students meeting attendance rate threshold of 90%
Off-Track	At-Risk	On-Track	
28%	34%	38%	72%

2016-17 School Discipline Data

Survey 3 Entity Count	Number of Suspensions	Number of Students with 1 or More Suspensions	Number of Behavior Referrals including Bus Misconduct	Number of Students with 1 or More Behavior Referrals including Bus Misconduct
308	149	70	447	121

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2016-17 i-Ready Data by Grade Level

Reading	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	18%	67%	90%	72%
Grade 1	6%	26%	51%	45%
Grade 2	12%	44%	50%	38%
Grade 3	21%	29%	44%	23%
Grade 4	7%	15%	38%	31%
Grade 5	13%	29%	37%	24%

Mathematics	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Kindergarten	10%	44%	78%	68%
Grade 1	4%	19%	55%	51%
Grade 2	7%	23%	53%	46%
Grade 3	2%	17%	33%	31%
Grade 4	10%	28%	39%	29%
Grade 5	16%	26%	48%	32%

Summary of the Needs Assessment Results

Mellon Elementary School is on an upward trajectory with regards to achievement and student learning gains in the area of reading. The school has demonstrated success with its approach to reading intervention and their intervention labs are a point of strength. During this school year, teachers will be provided training from Curriculum Associates and district staff to better leverage the use of i-Ready for differentiation. Other opportunities for growth at Mellon Elementary include math performance and student behavior and attendance. Our district is focused on improving attendance district-wide and has set the expectation for all schools to individually address attendance at Tier 1 including strategies for messaging, awareness, monitoring, and recognition. District-wide we have an Attendance Off-Track rate of 30% and recognize that our schools need district support with improving this area.

The current principal is implementing strategies focused on developing a positive school culture and high expectations for all students and staff. These strategies will address chronic absenteeism as well as student discipline in an effort to improve the supportive environment domain. The principal has been successful in recruiting teachers with effective teaching experience to Mellon for the 2017-18 school year and has reorganized her teaching staff at all grade levels. Grade level teams for students in state assessed grades and content areas have been thoughtfully created based on teacher strengths and cohort needs. To improve the area of math performance, the district has assigned a school improvement specialist with a background in elementary mathematics to support the school a minimum of two days a week. A district science specialist will be supporting the school one day a week in an effort to positively impact science performance.

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

Our Superintendent has regional advisory councils in the three distinct regions of Putnam County that serve as our Community Assessment Teams. On March 27, 2017, the Superintendent Advisory Council – Central Region made the recommendation to use the District-Managed Turnaround (DMT) model for Mellon Elementary School in alignment with Mellon’s participation in SIG4 1003(g).

In planning for TOP – Phase 2 implementation, the district has made strategic decisions to ensure Mellon Elementary will have the necessary support and leadership to exit TOP status. The district capacity for support and monitoring at Mellon Elementary has been increased for the 2017-18 school year with an Area Director and Director of School Improvement supporting the school-based leadership team. The Departments of Curriculum and Instruction and School Improvement work collaboratively to provide on-site district support in the form of content specialists and coaches. Mellon Elementary will be implementing strategies for students and teachers as a result of SIG4 funds including a partnership with the University of Washington, Center for Educational Leadership.

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 Superintendent has created a leadership development plan that focuses on developing human capital within the district’s administrative staff. The plan promotes building strong leaders by gaining experience through improving schools. Since 2011, 17 of the district and school leaders have retired or left the school district. For the 2016-17 School Year, there were 39 school based administrators and 21 district level administrators.

The Putnam County administrative staff for the 2016-17 school year has an average 7.54 years of experience as an administrator. Administrators have also experienced a number of transitions over the past 3 years. Since the 2014-15 school year, administrators have served an average of 3 years in their current position. Over the next 5 years, it is projected that only 5 administrators will retire from the school district. Currently, there are 22 Aspiring School Leaders enlisted in the district’s administrative pool.

Principals receive support from members of senior management assigned to supervise principals, called Area Directors, on a systematic basis and provide the district with a structure to closely monitor the progress in schools. Each Area Director is assigned specific schools and is expected to make at least 2 visits per month to each school. For schools implementing a TOP, the Area Director is expected to visit the school weekly to monitor classrooms and work with the lead team. Area Directors provide a summary of progress for their assigned area during the weekly meetings of the District Leadership Team. The Area Director assigned to Mellon Elementary School is Laura France, Assistant Superintendent of Curriculum and Instruction.

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Building relationships with stakeholders in each area is the responsibility of the Area Director. The Area Director and Principals will be involved when there are events or community activities taking place. The Superintendent will also attend events in all 3 of the areas of the district. Schools implementing a TOP plan will ensure that the Area Director is invited to all SAC and parent meetings.

The Superintendent has placed an emphasis on Principals implementing school based management. Principals, with the support of Area Directors are in the best position to make decisions that best meet the specific needs of his or her school. The Superintendent is very clear on establishing non-negotiable district goals for student achievement. Each Principal has the responsibility in leading his or her school towards meeting school based goals that align with the overarching goals of the district. Area Directors are expected to and will be held accountable for the success of schools in his or her assigned area.

During the 2016-17 school year, the district implemented a progress monitoring structure called District-Admin Data Conversations. At strategic points during the year, principals prepared and presented school and student level data presentations to their colleagues and district leadership. Academic progress monitoring data, behavior referrals, attendance, and graduation cohort status are examples of data included in the presentations. This progress monitoring structure will be continued during the 2017-18 school year with District-Admin Data Conversations occurring in September, November, January, and March. Additionally, principals of schools with TOPs will be required to submit data to the Superintendent at the end of each month. This data submission will include progress reports on EWS indicators for course performance, attendance, and behavior.

In addition to the role of the Area Director, Mellon Elementary will be supported by the Director of School Improvement. The Director of School Improvement will provide support above and beyond what non -TOP schools receive in the areas of school improvement planning, instructional practice and feedback, data analysis, and instructional leadership. The Director of School Improvement is Jonathan Hinke.

As a TOP school, Mellon Elementary will be supported by the following district specialists and coaches: site-based reading coach, science specialist, technology integration specialist, Pre-K coordinator, and a school improvement specialist with a focus on mathematics. In June 2017, the district required all district specialists and coaches to attend the DA Coaching Academy in Daytona Beach. Coaching support at Mellon Elementary will include a focus on improving instructional practice through coaching cycles with teachers who are identified as needing support based on VAM, student data, walkthroughs, and the instructional review process. As a strategy within SIG4 focused on teacher retention, teachers will also be supported by a novice teacher mentor.

School Capacity

The District Leadership Team analyzed 5Essentials perception data along with the progress of each school in meeting SIP goals/targets and three years of school grade component cells prior to making decisions related to principal and assistant principal placement for the 2017-18 school year. Additional summative student achievement data was analyzed along with principal experiences and successes before making placement decisions in schools that were implementing or planning to implement TOP.

Administrators

Mrs. Libby Weaver was appointed by the Superintendent as the school principal for Mellon Elementary on December 1, 2016. Mrs. Weaver has 16 years of administrative experience at both the school and district level, far above the average in the district. She started with the district as a teacher on January 10, 1994. Mrs. Weaver was placed at Mellon because of her school improvement achievements and the district's desire for her to be the instructional leader at Mellon pending the award of SIG4. Mrs. Weaver has the following school improvement successes:

- 2010-2014 Browning Pearce Elementary School, San Mateo, FL
Principal
School Grade from a C in 2010 to an A, B, C, and C
- 2007-2010 James A. Long Elementary School, Palatka, FL
Principal
School Grade from a C in 2007 to a B, A, and C
- 2005-2007 William D. Moseley Elementary School, Palatka, FL
Assistant Principal
School Grade from an F in 2005 to an A and then a C
- 2001-2005 Browning Pearce Elementary School, San Mateo, FL
Assistant Principal
School Grade from a C in 2001 to a C, A, B, B

Educators

District staff has worked to develop collaborative partnerships with colleges and universities in our local geographic region as one recruitment strategy for all schools. We work closely with Flagler College, St. Johns River State College, and Saint Leo University. Principals have autonomy to hire outside applicants and accept transfers from within the county. The district posts general teaching positions after the first semester to begin accepting applicants for the following year.

During the teacher transfer period, the district provides teacher evaluation and VAM data to principals, upon request, before they accept a transfer. The district also accommodates a very flexible transfer process and will work to remove instructional staff from schools when it is in the best interest of the school. At the end of the 2016-17 school year, the district office facilitated the reassignment of two teachers at Mellon Elementary.

In an effort to actively monitor school staffing at all schools, our district created staffing spreadsheets that were updated daily from July 24 through August 24. The spreadsheets included allocated instructional positions, posted vacancies, teacher names, grade level/course assignments, and three-year VAM classifications from 2016 and 2017 as well as one-year 2017 VAM classifications. Mellon Elementary was fully staffed on the first day of school.

After 2017 VAM data was released, district leadership developed three unsatisfactory and needs improvement VAM classification scenario groups and identified teachers within each group for all schools implementing a TOP. The following table outlines the district's scenario groups, the number of teachers in each group at Mellon Elementary, and actions the district completed or is implementing this school year.

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VAM Classification Scenario Groups	Number of Teachers at Mellon Elementary in Each Group	2017-18 Actions
- Unsatisfactory 2017 3 Yr VAM with an Unsatisfactory 2017 1 Yr VAM - Unsatisfactory 2016 and 2017 3 Yr VAM without a 2017 1 Yr VAM - Needs Improvement 2017 3 Yr VAM with an Unsatisfactory 2017 1 Yr VAM - Unsatisfactory 2017 3 Yr VAM with a Needs Improvement 2017 1 Yr VAM	0	Reassigned Teachers in this group were reassigned to Non-TOP schools after the 5th day of school using a transfer process. They were replaced by teachers from Non-TOP schools with compensation for being transferred after the start of the year. The transfer process was completed at each school within the window of August 16, 2017 to September 1, 2017.
- Needs Improvement 2017 3 Yr VAM with a Needs Improvement 2017 1 Yr VAM - Needs Improvement 2017 3 Yr VAM without a 2017 1 Yr VAM - Effective or Highly Effective 2017 3 Yr VAM with a Needs Improvement 2017 1 Yr VAM	2	Coaching Plan Teachers in this group were identified as Needs Improvement and were not reassigned. Coaching plans for each teacher were developed during the first ten days of school and are being implemented by district specialists and coaches.
Unsatisfactory or Needs Improvement 2017 3 Yr VAM with an Effective or Highly Effective 2017 1 Yr VAM	0	Monitoring Plan Teachers in this group demonstrated significant growth in one year as evidenced by their 2017 1 Yr VAM classifications and were not reassigned. Data for these teachers will be monitored throughout the year to ensure they maintain a high level of effective classroom instruction.

The 2017-18 staffing spreadsheet for Mellon Elementary School is available as a separate document. During the school year, Area Directors will monitor teacher vacancies at our TOP schools and prioritize the filling of vacancies as they occur.

Teachers at Mellon Elementary will be supported by district specialists and coaches in the content areas of reading, mathematics, and science. A new site-based district reading coach who attended the DA Coaching Academy has been assigned to Mellon Elementary for the 2017-18 school year. Novice teachers at the school will receive mentoring support from a Novice Teacher Mentor as a result of the SIG4 strategy focused on professional development and retention of teachers.

B. Areas of Focus

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

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| ☐ 1. Assessments | ☒ 4. School Leadership |
| ☐ 2. Instructional Programs | ☐ 5. Increased Learning Time |
| ☒ 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.

Area of Focus 3

Mellon Elementary School will be using i-Ready Diagnostic and Instruction as their official platform for assessing and monitoring student performance in reading and mathematics. i-Ready provides teachers with student data by domain and standards as well as reports and lessons to assist with small group instruction. Students work on individualized learning paths as reinforcement of core and small-group instruction. During the 2016-17 school year, Mellon Elementary successfully implemented Leveled Literacy Intervention (LLI) in the primary grades by creating differentiated labs to address small group instruction for all students. The principal will continue the use of LLI in 2017-18.

Through SIG4 the school is able to implement additional personnel and programs to meet individual student needs. Personnel include a reading intervention teacher focused solely on grades 3 and 4, paraprofessionals to expand the use of LLI to all grade levels, and the support of a behavior specialist. The school will be purchasing ReflexMath to support individualized mastery of math fact fluency.

Area of Focus 4

In an effort to ensure Mellon Elementary School had the right combination of school leadership for the implementation of SIG4, the Superintendent assigned a new principal to Mellon Elementary in December of the 2016-17 school year. The principal chose to retain the assistant principal for 2017-18. A new site-based district reading coach who attended the DA Coaching Academy has been assigned to Mellon Elementary for the 2017-18 school year.

SIG4

As a part of SIG4, the school principal will be participating in the Commissioner's School Improvement Leadership Academy. The school's leadership team and teachers will also be participating in additional work with the Center for Educational Leadership (CEL) in the area of literacy. The partnership with CEL will build capacity in district specialists and school coaches and leaders to facilitate teacher studios and provide follow-up support to teachers through coaching and targeted feedback.

Common Board Configuration

The instructional staff have clear expectations to implement a Common Board Configuration as an instructional tool to support standards-based instruction and make learning more purposeful for students. Every classroom is expected to have an appropriately located Common Board to effectively communicate explicit learning targets. The Northeast Regional DA Team provided Common Board Configuration training for all teachers and staff at Mellon Elementary School on August 9, 2017.

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Early Return for Teachers

With the use of SIG4 funds, Principal Weaver was able to pay teachers to attend training before the official start of pre-planning. She contracted with a presenter from Practical Magic who spent two full days with staff working on developing a positive school culture of high expectations and supportive reinforcement procedures. Faculty and staff learned about the relationship between classroom procedures/learning management and school culture as they developed a plan for Mellon Elementary.