



## Turnaround Option Plan – Phase 2 Duval 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).*

**Ramona Boulevard Elementary School - 160321**

**DMT**

**Part I: Needs Assessment**

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

Ramona Elementary School experienced a decrease in all grade cell areas due to a lack of standards based instruction and coaching support for teachers. Proficiency in reading, math and science decreased by 11%, 12% and 23% respectively. Learning gains in reading dropped 17% in one year and math gains decreased 36%. The lowest quartile gains in math decreased by 12% and the lowest quartile gains in reading decreased by 7%. Discipline referrals increased from 94 written in 2016 to 326 written in 2017.

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

Historically, a District Managed Turn-Around Option Plan has provided schools with the support needed to earn a grade of 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.

**District Capacity and Support**

Ramona Elementary is now part of the District’s Turnaround Region. The Turnaround Region is supported by a Region Superintendent and two Executive Directors with a proven track record of increasing student and adult outcomes. The Turnaround Region has direct and ongoing support from the Office of Curriculum & Instruction with a focus on data analysis, problem solving and performance management strategies. The Superintendent, Chief of Schools, Chief Academic Officer and Executive Director of School Improvement, routinely access data to target district support including instructional, culture and climate, family and community engagement and human resources. All members of the District’s Leadership Team have demonstrated the ability to increase student and adult outcomes.

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### **School Capacity**

#### ***Administrators***

The principal of Ramona Elementary is in her second year of service. Continuity in leadership coupled with support from the Turnaround Region will lead to increased outcomes and ensure that the school earns a grade of a “C” or higher. The principal was afforded the opportunity to choose her own leadership staff in addition a Human Resource contact was assigned to ensure that vacancies are filled in a timely manner with effective teachers. The principal meets weekly with the region superintendent, who has demonstrated success turning around similar schools. These meetings provide opportunities to glean insight and mentoring regarding best practices in educational leadership. The principal also participates in monthly “Novice Principal” meetings that afford her the opportunity to collaborate and participate in professional learning opportunities. The district provides continuous support in culture and climate, organizational leadership, and academic data analysis through the Turnaround Office and the Office of Curriculum & Instruction resulting in ongoing action plans that include timelines and quantitative evidence to determine success. These action plans are monitored by the Chief of Schools, Chief Academic Officer, Turnaround Region Superintendent and the Executive Director of School Improvement. A retired veteran mentor principal, with proven success in Turnaround work, is contracted to provide consistent coaching throughout the school year.

#### ***Educators***

All teachers with “unsatisfactory” VAM scores were removed from the school and two non-core teachers with a “needs improvement” VAM score were placed on improvement plans. In addition, the principal requested that the superintendent remove two teachers who were not committed to the Turnaround process. This request was approved prior to the start of the school year. Several teachers were moved to different grade levels in order to ensure that each grade level has at least one experienced lead teacher on the team. All teachers are being provided professional development and coaching support on how to effectively deliver standards based instruction that affords students the opportunity to understand and articulate their purpose for learning each lesson. This is a direct response to the lack of standards based instruction in the past and a decline in student proficiency in all areas. Targeted professional development in reading and math is provided to the teachers each month. Coaching plans were developed for specific teachers based on data collected from classroom walk-throughs during the instructional review. These plans contain specific action steps and timelines to include quantitative evidence that the plan is having a positive impact on delivery of instruction and student achievement. Prior to this school year, there were no school-based coaches on staff. This year there are two school-based coaches (one for Literacy and one for Math) and the district has increased the level of support provided by district level specialists in reading, math and science. The principal was afforded the opportunity to request a new district science specialist who supports the school several days each week; providing assistance to the 5<sup>th</sup> grade science teacher in lesson planning, content knowledge, and delivery of instruction. Coaching plans are monitored by both district and state specialists on a weekly basis and revised as needed.

#### ***Learning Environment***

All teachers have been trained in “The No Nonsense Nurturer” and incentives are in place to decrease discipline referrals and student absences. Absences are tracked by the Attendance Intervention Team. The school’s social worker provides services at the school on a weekly basis, as does a therapist from “Full Service Schools”. The district has added a Behavior Interventionist to the school to assist with specialized and individual behavior needs of students. The Office of Climate and Culture provides “real-time”

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coaching support to teachers in how to more effectively respond to inappropriate student misconduct thus, maximizing instructional time. The Office of Climate and Culture monitors the schools Positive Behavior Intervention Plan to ensure fidelity of implementation.

***Additional Academic Supports for students***

Three interventionists are providing individualized support to students in reading and math based on progress monitoring data. Tutoring is being offered before and after school to identified students. Tutoring funds have been allocated to provide differentiated student support based on data points and teacher input. The district will ensure additional funds are available to help students meet the set academic goals.

**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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|---|--|
| <input checked="" type="checkbox"/> 1. Assessments                | <input checked="" 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 progress monitoring assessment data will set the instructional focus and inform instructional practices at the school. The instructional framework will allow teachers and support staff to respond to grade level and classroom trends as well as utilize tiered support structures to meet individual student needs. Aligned observational and ongoing student achievement data will provide the district with the information to offer additional support as needed. The district will remove the principal if the school letter grade does not improve.