



Turnaround Option Plan – Phase 2

Polk County Public Schools

Griffin Elementary School

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Griffin Elementary School - 1231

External Operator

Part I: Needs Assessment

Item 1:

Educational Directions, the External Operator (EO) selected for Griffin Elementary, performed a needs analysis at the school and also unpacked school testing scores in a school improvement planning session. From the onsite analysis and the school scores, Educational Directions found the following:

Griffin has made improvement throughout the year in most areas. The current administrative team started at Griffin during the 2017/2018 school year and has instituted climate and culture changes along with teacher development. This administrative team deserves another year to continue their work. The students at Griffin are capable of performing at higher levels and as relationships between teachers and students continue to improve the students' academic achievement will improve. The school needs a consistent student discipline management system. While CHAMPS is in place, it has not been implemented with fidelity. There is a need for PD in the following areas: literacy, CHAMPS, team building, and student work analysis.

Analysis Detail:

Leadership – Administrative Team has worked very hard at moving the school grade from an F to a D. The previous AP was moved to another school and we have interviewed a new Assistant Principal that will complement the leadership and help move the school forward.

Instructional Staff – After a review of the current staff with the administrative team, staffing changes were made that included non-reappoints, grade level changes and reassignments to other schools. ED will work with school and district HR staff to ensure that the school is fully staffed for the first day of school.

Students – After observing and engaging with students in the classrooms and a review of the student data, it was determined that student were in need of more resources and/or intensive support. These supports will be provided to students throughout the year and will be monitored for improvement. Teachers will provide ongoing and consistent feedback to parents on their student's progress.

Planning – PLCs were held for teachers and were facilitated by the schools instructional coaches. ED will support the coaches and teachers in making the next step for having effective PLC by ensuring that all instructional staff have a clear understanding for what is an effective PLC, setting group norms, and digging deeper into the depth of knowledge for the standards. With consistent modeling and coaching and debriefing, we are confident that the instructional staff will be have effective PLCs.

Time Management –In certain classes, instruction is lost on a regular basis due to behavior management. ED direction will do a time utilization audit shortly after school begins in August. This will allow ED and school staff to address areas where time is being lost which may include behavior interventions method as well as academic engagement strategies.

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Data Management – This is an area of strength for the school. Teachers worked with instructional coaches to disaggregate their data and identify the specific needs of each students. The next step will be to ensure students have targeted assistance.

Curriculum – The school mainly utilizes the district curriculum. The school used Florida Ready in after-school tutoring.

Instruction – Teachers mostly followed the teachers’ guides from the district curriculum. There was some evidence of teacher attempting to develop students who were independent learners.

Performance Assessment – STAR, district assessments, iReady, and curriculum assessments are being utilized at the school.

Attendance – This is a major issue. Over 50% of the students missed at least 10 days. Teacher absences are also an issue.

School Grade Data

| | Grade | ELA | Math | Science | Social Studies | Acceleration |
|---------|-------|-----|------|---------|----------------|--------------|
| 2015-16 | F | 25 | 23 | 32 | | |
| 2016-17 | F | 23 | 18 | 22 | | |
| 2017-18 | D | 23 | 22 | 26 | | |

Assessment Proficiency Data

ELA Proficiency

| | 2015-16 FSA Proficient | 2016-17 FSA Proficient | 2017-18 FSA Proficient |
|---|------------------------------|------------------------------|------------------------------|
| 3 | 20 | 29 | 26 |
| 4 | 24 | 20 | 33 |
| 5 | 36 | 20 | 27 |

Math Proficiency

| | 2015-16 FSA Proficient | 2016-17 FSA Proficient | 2017-18 FSA Proficient |
|---|------------------------------|------------------------------|------------------------------|
| 3 | 20 | 25 | 18 |
| 4 | 25 | 24 | 32 |
| 5 | 24 | 5 | 23 |

NG-SSS Science Exams

| | 2015-16 Proficient Total | 2016-17 Proficient Total | 2017-18 Proficient Total |
|---------|--------------------------------|--------------------------------|--------------------------------|
| Grade 5 | 32 | 20 | 27 |

*Assessment Proficiency Data is raw data retrieved from the Florida Department of Education website

Subgroup Data: Attendance & Discipline

| | 2017-18 # Students w/ Excessive Absences | 2016-17 Total # Discipline Referrals | 2017-18 Total # Discipline Referrals | 2017-18 # Students w/ Referrals | 2017-18 # Students 6+ Referrals |
|-------|---|---|---|--|--|
| Total | 97 | 393 | 188 | 57 | 11 |

*Excessive Absence is defined as Absent more than 10% of the days

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

After collaboration with the school, stakeholders and district staff, the best option for this school for 2018-2019 school year was to contract with an external operator. The Polk County School Board entered into a contract with Educational Directions on April 24, 2018.

Since the school did not receive at least a C as the school grade, Educational Directions will run the school as an External Operator (EO).

Educational Directions is a mid-sized educational consulting company celebrating 20 years of service to educators. Most Educational Directions lead coaches were once principals, assistant superintendents, or worked for a state department of education. Their coaches average over 35 years of service to education and over 15 years with Educational Directions.

Educational Directions' approach reshapes the way a school thinks about "work." Their focus on defining and acting on "the right work" produces improved performance in each student. Their professional development training focuses on what the learner needs to have achieved at specific times in the school year and strategies for preparing schools to provide those experiences to learners. In the schools, their coaches help apply those strategies to the school's specific circumstances and needs.

Educational Directions will provide just-in-time professional development throughout the year. The professional development will start in the summer for data tracking and opening school. Professional development is based on Educational Directions' Rhythm of the Learner Year (RLY). Strategies and tools will be taught a few weeks prior to a learning window and these ideas will be reinforced in PLCs and modeled in classrooms.

Educational Directions will provide professional development, a needs analysis, leadership coaching, content coaching and data coaching. They will work collaboratively with PCPS but will ultimately have governance of the school and autonomy in major decisions including hiring, curricula and school policies.

Track Record

Educational Directions has worked in several other counties in Florida. In total, they provided academic management to 20 different schools in Florida, worked with the state to create a cognitive and noncognitive data room protocol for schools, offered over 150 professional development sessions, and provided coaches for over 70 schools. They also provided over 50 complete academic reviews of priority schools.

During the early implementation of Race to the Top, Educational Directions collaborated closely with the Florida Department of Education. They modified their Academic Review process and integrated their data capture protocols to meet the needs of state audits. They collaborated on a school data tracking protocol still used today.

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This table demonstrates the results of third-party engagement in Florida schools three years prior to ED engagement and the impact of ED in the final year.

| School | County | Three years prior | Two years prior | One year prior | ED third party operator year |
|--------------------------------|--------|-------------------|-----------------|----------------|------------------------------|
| Elementary School | | | | | |
| PALMETTO ELEMENTARY SCHOOL | Polk | D | D | D | C |
| NORTH SHORE ELEMENTARY | Duval | F | F | D | B |
| Middle School | | | | | |
| CRYSTAL LAKE MIDDLE SCHOOL | Polk | F | D | D | C |
| DENISON MIDDLE SCHOOL | Polk | D | D | D | C |
| SHELLEY S. BOONE MIDDLE SCHOOL | Polk | F | D | D | C |
| WESTWOOD MIDDLE SCHOOL | Polk | F | D | D | C |
| High School | | | | | |
| A. PHILIP RANDOLPH ACADEMIES | Duval | F | F | C | A |
| WESTSIDE HIGH SCHOOL | Duval | D | D | D | C |
| WILLIAM M. RAINES HIGH SCHOOL | Duval | F | D | D | C |
| JEAN RIBAUTL HIGH SCHOOL | Duval | F | D | C | A |
| EDWARD H. WHITE HIGH SCHOOL | Duval | D | D | D | C |

Nationwide

Educational Directions worked in five states and with the US Army. They worked with more than 20 counties and provided almost 300 professional development sessions. They completed more than 200 academic reviews and climate audits nationwide.

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.

Educational Directions will determine the level of district support needed. The selection and/or retention of administration and staff outlined during the selection process is dependent on what is needed for the school after conducting our needs assessment. Educational Directions has full autonomy regarding staffing, curriculum, and professional development for this school. The Polk County School District will work with the external operator to support these efforts.

In hiring, the school and Educational Directions will be looking for several attributes for the “right fit”:

- Candidates will have to have effective or highly effective VAM scores in core areas.
- Prior knowledge of working in a similar type of school and a track record of success will be preferred.
- Candidates must also be willing to learn the approach Ed Directions will utilize to help the school.
- Candidates must have a positive approach and willingness to work as a team.

The Polk County School District will work with the external operator to support these efforts. Educational Directions has been working with the school since April. They have completed an extensive needs analysis of the school and will be involved in summer SIP planning. After school grades are finalized, the level of intervention will be finalized. PCPS and Educational Directions have plans in place contingent upon the school grade. Once an intervention level has been selected, PCPS and Educational Directions will work that plan.

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

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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 district will eliminate any internal systemic barriers by giving the ED the flexibility to perform the following:

(1) Develop standards-based assessments or have access to the district’s assessments in order to track student success and growth based on the standards. The district will provide, upon request, assessments that are aligned to the state standards in support of the effort to increase achievement.

(2) Educational Directions will have the authority to either develop or design their own curriculum that they feel will improve student performance or the option to use the district curriculum. In addition, Educational Directions will have authority to purchase, at their own expense, any curriculum or supplemental curriculum they feel may be needed. ED has reviewed the current curriculum and will combine this curriculum with any additional curriculum that may be needed. Much of what the company plans to do (after ensuring the curricula area aligned with FL standards and by the district content best practices) is focused on the instruction. In their formal PD, their mini PDs for PLCs and in their coaching, they focus on the student work.

(3) Along with identifying appropriate curriculum for the school, based upon the data gathered from the company’s assessments, it will be expected that teachers will differentiate their instruction to address individual needs of students. Educational Direction will have their content area specialist on site for coaching both leadership and teachers. If there is an additional need, ED will request that the district provide district content coaches to assist to the school based coaches and teachers with professional development on differentiating instruction.

Educational Directions will build capacity within the school and with the district support to sustain the changes and improvements. ED’s content and instructional specialists will follow a train the trainer model and will layer in additional district for support as needed. The district will fully support the EO to ensure the school has a successful year.

(4) At any time during the year, if Educational Directions wants to interview school leadership as well as instructional staff, the Polk County Public Schools Human Resources department will assist in this process.

(5) The Polk County Public School district is entering into a Memorandum of Understanding with Polk Educational Association that will grant increase learning time for students. This will allow Educational Directions to address increased instructional time, absenteeism, and compliance of the plan – all designed to support students and to provide professional development for teachers.

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Since the district has selected the option of contracting with an outside entity that has a demonstrated record of effectiveness to operate schools, the district will be requiring the outside entity to provide the services to ensure that the school increases student achievement and make a grade status of “C” or better.

1. Educational Directions has a proven track record of turning around schools and understands the turnaround approach to turnaround work.
2. Educational Directions will provide content specialists in math, science, language arts, special education, social studies and ESOL. These coaches are needed and will be prepared to work with curriculum, classroom strategies, assessment, and lesson planning.
3. Educational Directions has a current mindset of how to work with the school staff on the development of student-focused data streams and providing guidance on how to analyze student work and using data in planning and decision-making.
4. Educational Directions will be required to present briefings to the Superintendent on the progress of the school(s) to ensure that the company is providing the services within the contract.