



# Turnaround Option Plan – Phase 2

## Polk County Public Schools

### Lake Marion Creek Middle 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).*

## Lake Marion Creek Middle School - 1831

### External Operator

#### Part I: Needs Assessment

**Item 1:** Educational Directions (ED), the External Operator (EO) selected for Lake Marion Creek Middle School, 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:

Administrative Team needs to set clear and cohesive expectations for behavior and learning for the school. The Administrative Team led by ED will develop a mission/vision that conveys the following: Students come to school ready to engage in learning. Adults collaborate to meet the needs of all students. All systems are developed and implemented to improve the learning for both students and teachers.

The current master schedule is being transitioned from teachers teaching 6 of 7 periods to teachers teaching 6 of 8 periods. Once the master schedule is created and students are scheduled, district staff will work with school staff and ED to ensure that all students are in the right courses with the right teacher.

Utilizing Data to Drive School Improvement: The administrative and instructional staff will utilize data to drive instruction and improvement initiatives. ED has specific processes and procedures that will be employed to ensure that areas of concern are improving. ED will work with the school administrative team and instructional staff during summer professional development to insure that data systems are created and utilized to drive instruction.

Planning: There is a need to ensure that strategic and tactical initiatives are developed with necessary follow through and accountability. There is a need to ensure that project management tools and methods are in place.

Staffing: Educational Directions will screen and rescreen any and all administrators to make sure they select an effective administrative team to improve the school for the upcoming year. After the selection of the administrative team, ED will work directly with the principal and district HR staff to ensure the school is staffed by the start of school.

Time Management: The principal and Educational Directions will ensure a sense of urgency in both students getting to class on time and teachers starting class in a timely manner. ED will cover this in the Systems Check section of the summer planning PD.

Curriculum: The principal and Educational Directions will work to ensure that the school is utilizing the district's on grade level curriculum resources and other supplemental resources.

Attendance: The schools administrative team, with the direction of Educational Directions, will need to ensure that a schoolwide procedure and system for handling both tardies and attendance are in place from day one.

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**School Grade Data**

	Grade	ELA	Math	Science	Social Studies	Acceleration
2015-16	D	34	28	24	45	41
2016-17	D	28	25	26	37	45
2017-18	D	26	20	19	62	50

**Assessment Proficiency Data**

**ELA Proficiency**

	2015-16 FSA Proficient	2016-17 FSA Proficient	2017-18 FSA Proficient
5	28	18	24
6	35	24	18
7	34	26	20
8	32	41	31

**Math Proficiency**

	2015-16 FSA Proficient	2016-17 FSA Proficient	2017-18 FSA Proficient
5	18	22	24
6	25	12	13
7	30	29	13
8	25	24	15

**Subject Area End of Course Exams**

	2015-16 Proficient Total	2016-17 Proficient Total	2017-18 Proficient Total
Civics	43	37	50
Algebra 1	79	100	85
Geometry	*	*	*

**NG-SSS Science Exams**

	2015-16 Proficient Total	2016-17 Proficient Total	2017-18 Proficient Total
Grade 5	23	24	21
Grade 8	20	25	17

\*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	345	1957	1650	458	110

\*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 the 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 midsized, 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. 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 professional learning communities (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 professional development.

**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 non-cognitive 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
<b>Elementary School</b>					
PALMETTO ELEMENTARY SCHOOL	Polk	D	D	D	C
NORTH SHORE ELEMENTARY	Duval	F	F	D	B
<b>Middle School</b>					
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
<b>High School</b>					
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 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, ED 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 maybe 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 (professional learning communities) 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 the school based coaches and teachers with professional development on differentiating instruction.

Educational Directions will build capacity within the school and with 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 personnel for support as needed. The district will fully support ED 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 increased 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.