



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



**TOP-2**



## **Turnaround Option Plan—Step 2(TOP-2)**

**External Operator/Outside Entity (EO)**

**Volusia County Schools  
Palm Terrace Elementary**

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective August 2018

## Turnaround Option Plan—Step 2 (TOP-2)

### External Operator/ Outside Entity

*Due: October 1 for Cycle 1 or January 31 for Cycle 2-4*

#### Purpose

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option External Operator/Outside Entity (EO). The district shall provide the Department with this plan for approval by the State Board of Education (SBE).

#### Directions

Districts shall complete this Step 2 form for each school for which the district is selecting EO. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than October 1 if Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2(EO).

#### School

In the box below, identify the name and MSID number of the school that will be supported through EO.

School Name/ MSID Number
Palm Terrace Elementary/2451

#### EO Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

##### Assurance 1: Selecting a Successful EO

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

##### Description of how the district will address Assurance 1: Selecting a Successful EO

In order to ensure that the selected External Operator (EO) would have a demonstrable record of school turnaround, Volusia obtained the list of External Operators who currently have contracts with school districts in Florida for the 2018-2019 school year. The vendors were asked to submit a technical proposal of their services, as well as participate in a formal interview process. The following questions were given to each vendor to address during a formal interview process:

##### Vendor Interview Script:

##### Values & Integrity

- *What sets you apart from other vendors?*
- *What is your company philosophy? What does it mean to you?*
- *What is your company's approach to a project?*

**Turnaround Option Plan—Step 2 (TOP-2)**  
**External Operator/ Outside Entity**

- *Provide a situation that was a challenge, and how you handled it.*

**Experience & Qualifications**

- *Demonstrate financial stability & performance.*
- *What is your role in the recruitment, selection and placement of instructional personnel with proven experience and capacity to service students who may need intensive remediation and instruction?*
- *How will you ensure that the principal and school leadership team have successful records in leading turnaround schools?*
- *What are your company's qualifications to support the population being served?*

**School Improvement**

- *What are your services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development and any other identified school improvement areas?*
- *What results have you seen in previous schools with whom you are working? What results are you currently seeing?*
- *How do you lead teachers to analyze and respond to data?*

**References**

- *Provide at least three (3) credentials & specific work experiences in K12 School Districts.*
- *Provide your company's record of school improvements in turning around schools that are high-poverty and low-performing with students of similar demographics.*

**Quality Assurance**

- *Provide a description of your quality assurance process.*
- *Provide a detailed provision outlining the new or modified services to be provided by the company.*
- *Level of service, functions and resources provided.*
- *What is your plan for recruitment and retention of teachers? What happens to existing teachers?*
- *What autonomy will take place in the hiring of teachers?*
- *What is your communication plan with the district for hiring, progress monitoring, quarterly updates, etc.?*
- *How did you decide which teachers need coaching and which students need intervention?*

**Planning / Design**

- *Detail the experiences & capabilities of the project team.*
- *How many third-party vendors do you partner with?*
- *How will these relationships benefit the district?*
- *When working with a new school and district, how did you first build relationships?*
- *Describe the curriculum needs seen at schools in turnaround.*
- *What is the role that assessments play in your work?*
- *Do you use the same assessments at all schools, or do you help teachers to develop their own assessments?*
- *Describe your typical work with a PLC.*

**Estimation**

- *What is the estimated cost of the Turnabout Option Plan - Step 2?*
- *Explained the project budget breakdown.*

**Project Support**

- *What is your project support? (i.e. Describe a typical week and month.)*
- *How do you balance the leadership role with the principal and the school leadership team?*
- *What are your expectations of the school district?*
- *How do you see the role between the EO and the principal?*

**Turnaround Option Plan—Step 2 (TOP-2)**  
**External Operator/ Outside Entity**

The following questionnaire was sent to districts currently using the vendors as a reference check:

**Vendor Background**

1. Please explain the scope of work completed with the vendor.
2. How long have you work with this vendor? (Number of years/months)
3. Have you worked with another External Operator (EO) in the past? If so, could you assign both the previous vendor and the current vendor scores on a scale of 1-10 (1 being the lowest, and 10 being the highest)?
4. What results have you seen in your schools? Or what results are you currently seeing?
5. What was the vendor’s role in the recruitment, selection and placement of instructional personnel to service students who may need intensive remediation and instruction?

**Quality of Communication**

6. How effective was the vendor’s communication with district & school staff?
7. How effective was the communication with the district for hiring, progress monitoring, quarterly updates, etc.?

(1) Poor, (2) Fair, (3) Average, (4) Very Good, (5) Excellent
Quality of Communication: <input style="width: 50px; height: 20px;" type="text"/>

Comments:

**Overall Satisfaction:**

8. Is the vendor serving your district well?
9. Would you select the vendor again to address your needs?
10. Would you renew your contract with the vendor?
11. What qualities of the vendor would you describe as strengths and weaknesses?

(1) Poor, (2) Fair, (3) Average, (4) Very Good, (5) Excellent
Overall Satisfaction: <input style="width: 50px; height: 20px;" type="text"/>

Comments:

**Vendor Interview Process:**

A diverse panel of stakeholders was selected to serve in the interview process. The following individuals participated:

- Elizabeth Albert, Volusia United Educators (Teachers’ Union) President*
- Kati Dyer, Coordinator of Professional Learning & School Improvement*
- Lyndi Goepfert, Specialist of Professional Learning & School Improvement*
- Tucker Harris, Principal of Palm Terrace Elementary*
- Rachel Hazel, Executive Director of K-12 Curriculum*
- Teresa Marcks, Chief Academic Officer*
- Rose Roland, Area Superintendent for Transformation*
- Patricia Sims, Office Specialist and 10-year employee of Palm Terrace Elementary*
- Gail Waldon, Specialist of Professional Learning & School Improvement*

During the interviews, each of three vendor candidates were scored on a rubric, and final scores were tabulated in order to pass on a ranking of candidates to Superintendent Russell.

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator/ Outside Entity**

Learning Sciences International (LSI) was recommended to enter into contract negotiations based upon the criteria mentioned above. The interview committee ranked the technical proposals submitted and answers from the interview. LSI was ranked highest based on their technical approach and solutions, positive past performance record in school turnaround, and ability to meet expectations of the school district.

Additionally, LSI shared their records of school grade turnaround for 10 Florida schools as evidence of their record in turning around schools that are high-poverty and low-performing.



**Provide a record of school improvements in turning around schools that are high-poverty and low-performing with students of similar demographics**

- Palm Beach County

School	2015	2016	Change
Belle Glades ES	F	C	↑
Glade View ES	D	C	↑
Glades Central HS	C	C	→
Gove ES	D	D	→
Canal Point ES	F	C	↑
Lake Shore MS	F	C	↑
Pahokee ES	D	C	↑
Pahokee MS/HS	C	C	→
Pioneer Park ES	D	C	↑
Rosenwald ES	D	B	↑

Based on a total possible cumulative score of 900, LSI received 755 points, which was the highest number of points awarded to any vendor. More than 150 points separated the first- and second-ranked vendor applicant. LSI also received the strongest recommendations from the districts asked to provide a reference. Based on presentations, committee participants noted LSI’s research-based approach, as well as the opportunity the district and school would have to learn from the tools the company uses in their school-improvement approach. LSI backed their presentation with a guarantee of an increase of at least one letter grade and gave a strong sense of personal accountability for results.

**Assurance 2: Selecting Leadership**

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator/ Outside Entity**

The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

**Description of how the district will address Assurance 2: Selecting Leadership**

This assurance was addressed during the interview process to ensure common understanding and expectations. When the contract is written, we will ensure that the following specification is addressed:  
*“The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.”*

**Assurance 3: Selecting Instructional Staff**

The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and on the district’s approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

**Description of how the district will address Assurance 3: Selecting Instructional Staff**

This assurance was addressed during the interview process to ensure common understanding and expectations. When the contract is written, we will ensure that the following specification is addressed:  
*“The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and on the district’s approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.”*

The district is not using a district-managed charter school; therefore, the second part of Assurance 3 is not applicable.

**Assurance 4: Contracting with the EO**

The district shall enter into a contract with an EO to operate the school following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO the following must be addressed in the contract:

1. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development and any other identified school improvement areas.
2. The EO has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

**Turnaround Option Plan—Step 2 (TOP-2)**

**External Operator/ Outside Entity**

3. The role of the EO in the recruitment, selection and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction.
4. The role of the EO in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the EO’s authority in these areas.
5. A detailed provision outlining the new or modified services to be provided by the EO if the district had an existing contract with the EO.
6. A detailed budget.

**Description of how the district will address Assurance 4: Contracting with the EO**

1, 3, 4, 6. Questions for the interviews were taken directly from Area of Assurance 4, and the contract will be written expressly to include these items.

2. As part of vendor interview process, the potential EO provided references to substantiate the data they shared about school improvement experience. With any vendor with whom Volusia contracts, there is an established policy to verify backgrounds and references.

5. NA

**6. Budget**

Services	Description
District and School Leadership Team Support \$20,000	<ul style="list-style-type: none"> <li>• Monthly Executive Action Team meetings to continuously monitor data and make adjustments as needed to eliminate impediments and ensure success in the Palm Terrace ES.</li> <li>• Designing Implementation: for district and school leaders to discuss and fully understand desired outcomes and processes for targeted professional development and strategic coaching supports. The goal of this planning day is to set criteria for successful school improvement and identify specific expectations for all stakeholders.</li> </ul>
School Level Services \$215,000	<ul style="list-style-type: none"> <li>• Weekly School Leadership Coaching: individualized, job-embedded and focused executive coaching of the school leader to recognize the level of rigor of instruction and of evidences of student learning, and to provide specific, actionable feedback that improves teaching and learning</li> <li>• Quarterly Rigor Diagnostic, Full Day with Action Plan, Surveys and Virtual Presentation of Data</li> <li>• Targeted professional development and weekly coaching for teachers</li> <li>• Bi-Monthly Rigor Diagnostics instructional audit, including surveys, data analysis, and reporting</li> <li>• Integrated tech tools measuring growth in school leadership effectiveness and teaching practice                         <ul style="list-style-type: none"> <li>○ LSI Standards Tracker- Unpacks state standards, identifies performance targets and tracks instruction to meet student needs</li> <li>○ LSI Growth Tracker - On-demand professional development, reporting, collaboration and feedback</li> </ul> </li> <li>• School Improvement Planning for the 2020-2021 school year</li> </ul>

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator/ Outside Entity**

	<ul style="list-style-type: none"> <li>○ LSI Trend Tracker - a groundbreaking technology tool for principals and school leadership teams to quickly measure instructional rigor in classrooms</li> <li>● LSI Growth Tracker, Standards Tracker, and Trend Tracker Annual Licenses</li> <li>● Books: <ul style="list-style-type: none"> <li>○ <i>The Gritty Truth of School Transformation: Eight Phases of Growth to Instructional Rigor, 3 copies for the leadership team</i></li> <li>○ <i>Student Teaming: You got this! A Teacher’s Survival Guide to Implementing Student Teams, books for all staff</i></li> </ul> </li> </ul>
<p>Professional Development Cycle 1: Conditions Phase (August-December 2019) \$94,500</p>	<ul style="list-style-type: none"> <li>● Leading Ignite, 2 half-days (scheduled to occur the same day as Executive Action Team meeting)</li> <li>● Core Instruction PD <ul style="list-style-type: none"> <li>○ Establishing classroom conditions and routines supportive of rigorous learning</li> <li>○ Core Actions to achieve the standards</li> <li>○ Standards-based alignment of learning targets and tasks</li> <li>○ Teacher verification and feedback to students on attainment of learning targets</li> <li>○ Effective functioning of PLCs focused on student evidence of learning</li> </ul> </li> <li>● Coaching for Implementation</li> </ul>
<p>Professional Development Cycle 2: Transformation of Core Instruction Phase (January-June 2020) \$94,500</p>	<ul style="list-style-type: none"> <li>● Leading Ignite, 2 half-days (scheduled to occur the same day as Executive Action Team meeting)</li> <li>● PD and weekly coaching for teachers to strengthen core instruction to increase student: <ul style="list-style-type: none"> <li>○ Ownership of the learning process</li> <li>○ Cognitive engagement in rigorous tasks aligned to academic standards</li> <li>○ Teamwork for development of new economy skills for the 21st century</li> <li>○ Coaching to strengthen PLCs as the medium for collegial learning, peer coaching, and professional growth both as a team and as individual practitioners; focus on student-centered learning</li> </ul> </li> </ul>
<p>External Operator Monthly Services \$200,000</p>	<ul style="list-style-type: none"> <li>● External Operator Practice Leader oversight of project.</li> <li>● Exercise of primary responsibility for all school academic programs, curriculum, and instruction.</li> <li>● Development and implementation of ongoing communication plan for families, community and school</li> <li>● Collaboration with district in leadership and faculty selection, retention, and placement.</li> <li>● Development and implementation of the Comprehensive School Plan for the year.</li> <li>● Preparation and monitoring of the school leadership team’s execution of the Comprehensive School Plan.</li> <li>● Collection and analysis of short-, mid- and long-cycle student achievement to assess gains and the effectiveness of the programs.</li> </ul>

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator/ Outside Entity**

<p>*** This scope of work is an estimated plan break down. As an EO, each school has different needs and we will provide the individualized services needed at each school to increase student achievement. The EO contracted rate is billed out monthly over the life of the contract.</p> <p><b>Total Costs External Operator August 2019-June 2020</b></p>	<p align="center"><b>\$624,000</b></p>
---	--

**Turnaround Option Plan—Step 2 (TOP-2)  
External Operator/ Outside Entity**

**Acknowledgement**

Check the box that applies to the district selection of EO.

For Cycle 1, the district acknowledges that the plan and the final EO contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan and proposed EO contract are due to the Department by January 31 and the final EO contract is due to the Department by May 1.

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Kati Dyer, Coordinator of Professional Learning & School Improvement
<b>Contact information: email, phone number</b>
<a href="mailto:kbdyer@volusia.k12.fl.us">kbdyer@volusia.k12.fl.us</a> (386)734-7190, Ext. 20529
<b>Date submitted to the Bureau of School Improvement</b>
January 31, 2019
<b>Superintendent Signature (or authorized representative)</b>