



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan—Step 2(TOP-2)

External Operator (EO)

**Volusia
Palm Terrace**

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective December 19, 2019

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

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 (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 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 / 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?*

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- *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?*

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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:

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:

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 the former superintendent, who was James T.

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Russell. During the 2019-2020 school year Learning Sciences International (LSI) received the highest cumulative score and was recommended to enter into contract negotiations based upon the criteria mentioned above. The relationship with Learning Sciences International (LSI) proved to be unsuccessful throughout the course of the year. Due to a multitude of concerns, Volusia County Schools decided to terminate the LSI contract. For the 2020-2021 school year, Volusia County Schools has entered into a contract with the second highest ranking vendor, which was TNTP. TNTP shares the same beliefs about continuous school improvement through clear systems, strong academic structures, and leadership support. Their strategic goals center on integrating their expertise across three areas of their current work: human capital, academics, and supportive environments. Taken together, they will provide a holistic and comprehensive approach to Palm Terrace’s needs. The work to support Palm Terrace drives directly at their mission, given the comprehensive nature of the school transformation efforts.

Assurance 2: Selecting Leadership

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. The district and the EO shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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 current principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.”

Tucker Harris, Principal

Mr. Tucker Harris was assigned to Palm Terrace Elementary in March of 2018. Mr. Harris has documented success as a transformation leader. Using a traditional transformation approach, Tucker Harris was able to move his previously assigned school, Ormond Beach Elementary from a “C” grade to a solid “A” in one academic year. Ormond Beach Elementary is a Title I school and was a top ten performer in the state as it relates to learning gains in ELA. Mr. Harris uses a process focused on transformational leadership to set the vision, mission, culture, and climate and then transitions into instructional leadership using quantitative data to set instructional focus. While the relationship with the

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previous EO, Learning Sciences International (LSI), proved unsuccessful, it is of significance to note that both LSI and TNTP requested for Mr. Tucker Harris to remain at Palm Terrace Elementary.

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 an annual 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. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a “C” grade within two years and that ties payment to such improvement;
 2. The district's authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
 3. Services and responsibilities in leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional development;
 4. The EO's role in recruitment, selection and placement of instructional personnel and the school leadership team;
 5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and

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6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a “C” grade or that the school has improved by at least four school grade percentage points overall.

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

TNTP’s specific strategies for support will depend heavily on an initial summer planning session, during which we will prepare for the upcoming school year, determine the needs of the school leadership team and staff, assess the health of the school ecosystem, and learn *what* is being asked of students and *how* that content is being delivered.

- ❖ The EO’s role in recruitment, selection and placement of instructional personnel and the school leadership team:
 - a. TNTP will provide training to the leadership on *The Irreplaceables*, a landmark study on teacher retention and selection. See the report [here](#).
 - b. TNTP will serve as a thought partner on recruitment and retention strategies for teachers.
 - c. TNTP will provide observations to the principal on the leadership team on a regular cadence.
 - d. TNTP will share our perspective on teacher and school leader performance to the Assistant Superintendent throughout the year.

TNTP will not play a role in hiring and firing of any school personnel. The principal has already hired staff for the 2020 – 2021 school year.

- ❖ Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a “C” grade within two years and that ties payment to such improvement:
 - a. The District will withhold 33% of payment until the grade of a “C” is earned at the end of the year.
 - b. TNTP and the District will review quarterly assessments to ensure at least **60%** of students are on track to pass and/or make significant learning gains on the quarterly assessments.
 - c. TNTP will review end of unit assessments on an ongoing cadence to ensure the school is on track to make a “C”.
 - d. TNTP will conduct quarterly surveys with instructional personnel (teachers and school leaders) to ensure satisfaction with TNTP’s support, ensuring that at least 80% of teachers are satisfied with the services.

Budget:

Services:	Description:
LEADERSHIP & TALENT CULTURE ACADEMICS	<ul style="list-style-type: none"> • Diagnose current approaches to talent management, including the assignment of staff, observation, and feedback practices, and approaches to development and support
	<ul style="list-style-type: none"> • Build the capacity of key leaders in the building to set, communicate, and monitor

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	<p>appropriate goals</p> <ul style="list-style-type: none"> • Support the leadership team by establishing consistent approaches to coaching and feedback grounded in research-based practices • Support the leadership team by co-creating a modified program targeting the AP, Coach, and 3 – 5 teachers. 	
<p align="center">CULTURE</p>	<ul style="list-style-type: none"> • Given Palm Terrace’s strengths in school culture, TNTP will provide light touch support on school culture and climate, with a focus on academic habits and maximizing instructional time. 	
	<ul style="list-style-type: none"> • Support the leadership team to identify classroom practices that establish and grow positive, student-centered cultures focused on learning and growth 	
	<ul style="list-style-type: none"> • Support the leadership team with strategies to reduce tardiness. 	
<p align="center">ACADEMICS</p>	<ul style="list-style-type: none"> • Assess the quality of current academic programming, including the alignment of instructional materials to the Florida Standards, the quality of instruction in classrooms, and approaches to developing instructional strategies among teachers 	
	<ul style="list-style-type: none"> • Recommend changes to instructional materials, assessment practices, and/or instructional frameworks to ensure rigorous instruction takes place in every classroom 	

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	<ul style="list-style-type: none"> • Work alongside the leadership team to implement a coherent academic program that is rigorous, data-driven, meaningful, engaging, and in alignment with the Florida Standards and instructional shifts 	
	<ul style="list-style-type: none"> • Support the leadership team analyze data and create systems to ensure 2% target growth in district assessments as well as overall school grade or the 4% growth based on statute. 	
Total Costs of External Operator:	\$354,000	

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.

Name and title of person responsible for completing and submission of the TOP-2
Carrie Crkvenac/Director of Transformation and School Improvement
Contact information: email, phone number
clcrkven@volusia.k12.fl.us , (386)734-7190
Date submitted to the Bureau of School Improvement
6/8/20
Superintendent Signature (or authorized representative)
