



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan – Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator/Outside Entity

**Polk County
Crystal Lake Elementary**

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective (Date)

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator/Outside Entity) to improve the school’s grade to a “C” or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

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

School Name/ MSID Number
Crystal Lake Elementary/0101

Stakeholder Engagement

In the box below, describe the district’s efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

Names and affiliation of CAT members:

Dates of CAT meetings (held and upcoming meetings):

Thursday, October 24, 2024 6:00-7:00pm

Thursday, February 6, 2025 6:00-7:00pm

Thursday, May 15, 2025 6:00-7:00pm

What school data was analyzed? 2022-2023 FAST Data, 2023-2024 FAST Data, STAR data (benchmark data)

Identified causes of low performance: The 2023-2024 data revealed:

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

SUBGROUPS	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL
All Students	26%	22%			32%			13%		
Students With Disabilities	19%				25%			20%		
English Language Learners	16%	17%			26%					
Black/African American Students	19%	10%			27%			0%		
Hispanic Students	20%	19%			25%			6%		
White Students	36%	40%			44%			33%		
Economically Disadvantaged Students	23%	19%			28%			11%		

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

SUBGROUPS	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL
All Students	26%	28%	38%	59%	29%	35%	56%	20%		
Students With Disabilities	7%	7%	24%		7%	44%	64%			
English Language Learners	32%	25%	67%		29%	33%				
Black/African American Students	11%	19%	26%	45%	13%	28%	50%			
Hispanic Students	28%	26%	44%	62%	29%	34%	58%	20%		
Multiracial Students	31%				46%					
White Students	35%	37%	38%		40%	44%				
Economically Disadvantaged Students	25%	27%	36%	62%	29%	37%	60%	15%		

There was an increase in 3rd grade ELA by 6% and an increase in Science achievement by 7% in 2023-2024; there was a decline in math achievement by 3% in 2023-2024

Recommendations for school improvement:

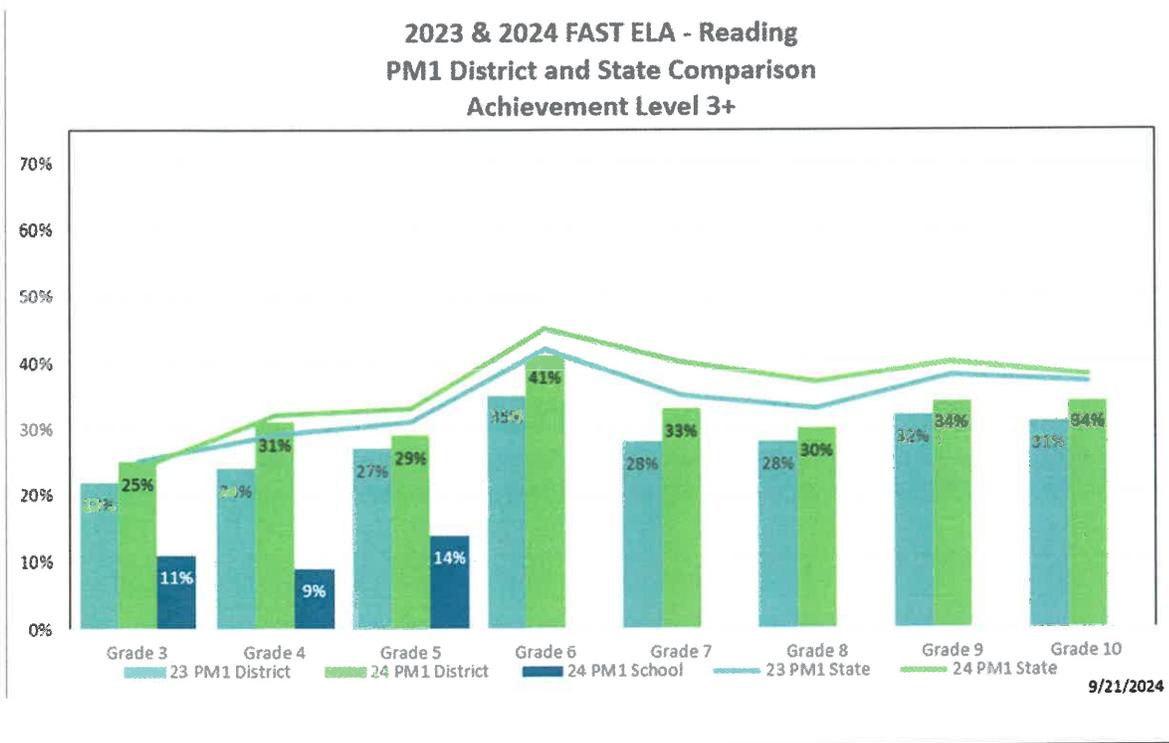
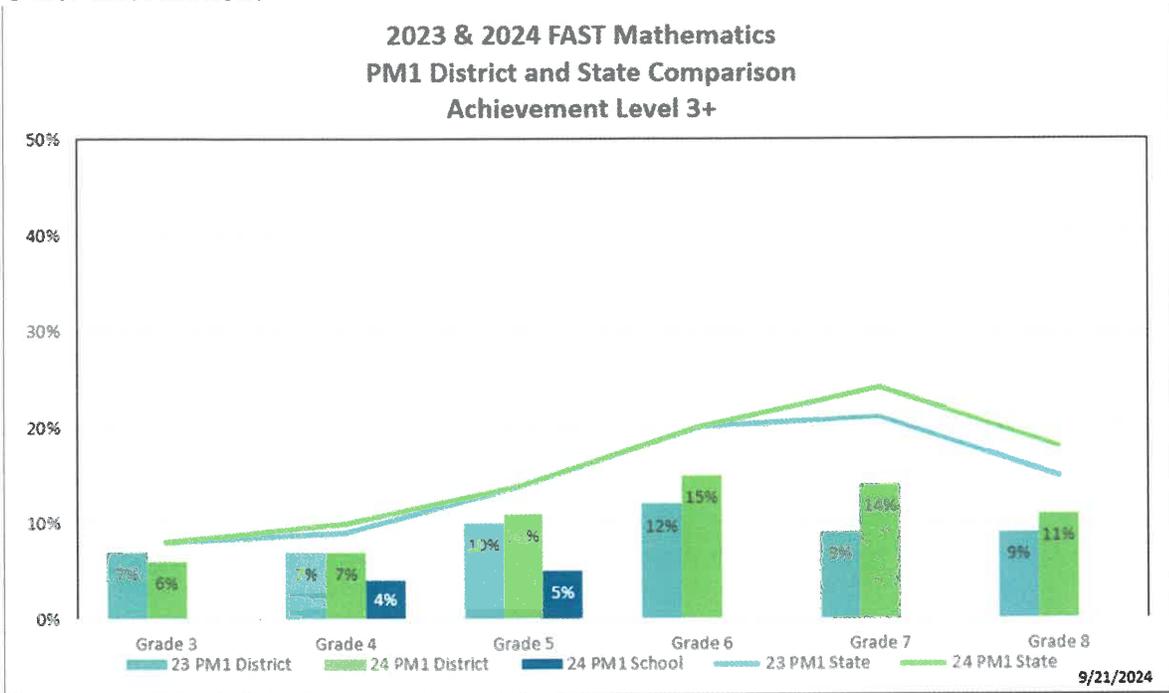
Based on increased teacher knowledge and application of the Learning Arc Framework, and increased progress monitoring of equivalent experiences, K-5 classroom teachers will provide students with equivalent grade-level experiences daily. As a result of the teachers providing students with equivalent grade-level experiences daily the school grade goals are below

- 3rd Grade ELA will increase from 28% to 45%
- ELA achievement will increase from 26% to 45%+,
- Math achievement will increase from 29% to 45%+

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- Science achievement will increase from 20% to 40+%
- Provision of recruitment/retention stipend to retain effective and highly effective teachers.
- Provide ongoing professional development to support and build teacher capacity.
- Increase attendance of students

Other information:



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**FAST Mathematics Learning Gain Bucket Performance
Crystal Lake Elementary (0101)**

		2023-24 FAST Mathematics							
		1.1	1.2	1.3	2.1	2.2	3	4	5
2022-23 FAST Mathematics	1.1	27%	45%	18%	9%	0%	0%	0%	0%
	1.2	13%	38%	13%	38%	0%	0%	0%	0%
	1.3	8%	21%	38%	17%	13%	4%	0%	0%
	2.1	11%	0%	44%	33%	0%	11%	0%	0%
	2.2	0%	0%	29%	29%	14%	14%	14%	0%
	3	0%	0%	29%	24%	14%	29%	5%	0%
	4	0%	7%	0%	13%	0%	33%	40%	7%
	5	0%	0%	0%	0%	0%	0%	100%	0%

**FAST ELA Learning Gain Bucket Performance
Crystal Lake Elementary (0101)**

		2023-24 FAST ELA							
		1.1	1.2	1.3	2.1	2.2	3	4	5
2022-23 FAST ELA	1.1	0%	14%	71%	14%	0%	0%	0%	0%
	1.2	13%	0%	63%	13%	0%	13%	0%	0%
	1.3	17%	13%	43%	7%	10%	7%	3%	0%
	2.1	8%	12%	46%	19%	12%	4%	0%	0%
	2.2	0%	0%	38%	25%	13%	0%	25%	0%
	3	0%	0%	8%	23%	23%	31%	15%	0%
	4	0%	14%	0%	0%	0%	43%	43%	0%
	5	0%	0%	0%	0%	0%	25%	25%	50%

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

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In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district and school levels.

A needs assessment was conducted using school wide FAST 3 year trend data, baseline data from STAR assessment, a review of school wide attendance, school discipline (including programs used with or without fidelity), instructional strategies, and the effective or ineffective use of formative and summative assessments, to determine the areas of focus for the 2024-2025 school year. From the needs assessments three areas of focus were determined: School Culture, Curriculum and Instruction and Student Mobility Rate.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

An outline of focus was put in place as it relates to the needs of the school and is categorized within three areas of focus

School Culture:

- PBIS will still be implemented in teacher individual classrooms. The teachers along with the PBIS team collaborated during preplanning on school wide and classroom strategies and incentives that encouraged a positive school environment for all students.
- The school utilized grant funding to support the purchase of incentives for improved academics, increased overall attendance and improved student behavior.

Curriculum and Instruction

- Math Instruction- school- based and District coaches will support teacher planning and PLCs, professional development provided on Explicit Instruction and Instructional Delivery. Task standard alignment, data analysis, and modeled lessons with a focus on number fluency, conceptual place value and complex math computations. Training of staff on Number Worlds (interventions) occurred with weekly fidelity walks.
- ELA Instruction- school- based and District coaches will support teacher planning and PLCs, professional development provided on Explicit Instruction and Instructional Delivery. An intentional focus on the gradual release model will be implemented and monitored. Task standard alignment, data analysis, and modeled lessons with a focus on identifying and developing instructional strategies and resources to improve effectively implementing the district's Power Hour (Reading intervention) Framework will continue to be a focus.
- Science Instruction- school- based and District coaches will support teacher planning and PLCs, professional development provided on Instructional Delivery. An intentional focus on building vocabulary and student practice will be implemented within daily instruction. Task standard alignment, data analysis, and modeled lessons with a focus on identifying and developing instructional strategies will continue to be a focus.

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Student Mobility Rate

Recently in January of 2024, the District took a deeper look into the student mobility rate at Crystal Lake Elementary. The data below from January revealed a need to monitor the mobility of students that start/finish, move in/stay to end, start/move out before end and move in/move out before the end. Quarterly analysis will take place to monitor the mobility rate of students at Crystal Lake Elementary for the 2024-2025 school year.

TOTAL NUMBER MOVED IN & STAYED TO END	100	20%
TOTAL NUMBER HERE BUT MOVED OUT BEFORE END	43	9%
TOTAL NUMBER MOVED IN & MOVED OUT BEFORE END	27	5%
TOTAL NUMBER HERE START TO FINISH	327	66%

Identify strategies that have not resulted in improvement. What will be done differently?

- Students – Student data, is still showing that students need 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. Interventions i.e. Reading Mastery, Corrective Reading and Number Worlds are in place to help support gaps in learning.
- Data Management – This is an area of need for the school. Teachers worked with instructional coaches to disaggregate their data and identify the specific needs of each student. The next step will be to ensure students have targeted assistance. With the support of the District AAE team a complete data set was built to monitor Crystal Lake Elementary, and the students being served. The school leadership team with the support of the district will review and update the data file weekly.
- 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. The district developed and provided scripted lessons for grades 3rd (ELA), 4th (Math) and 5th (Science) and they are being utilized. Planning regarding the instructional delivery of these lessons is being supported by District coaches weekly.
- Student Culture- The school will implement the Renaissance program this year to support and reinforce positive behavior and attendance.
 - ❖ Renaissance is a rewards program for students who attend school regularly, work to challenge themselves academically, and demonstrate respectful behavior.
 - ❖ The 3 Pillars of Renaissance: Academic, Attendance and Behavior
 - ❖ The metrics to attend increase in rigor and must be met in all three areas.
 - ❖ Schools set the metrics based off their data and school needs.
 - ❖ Celebrations are quarterly.
 - ❖ Student data determines attendance, not teachers. All schools are expected to adhere to the criteria they have set for student attendance at celebrations without deviation.

Crystal Lake Elementary’s plan is included in the Step 1 (TOP-1)

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Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

- Closure (RC):** Close the school and reassign students to another school and monitor the progress of each reassigned student.

- Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

- External Operator/Outside Entity (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services or operate the school. Check applicable options (may include one or a combination):
 - District-managed charter school or high-performing charter school network; or**
 - Contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services.**

Selected Turnaround Option Plan Rationale

In the box below, describe the district's efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

The Community Assessment Team (C.A.T) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes leaders in Curriculum and Instruction, Technology, Learning Support Services, Equity and Diversity Management, Assessment and Accountability and ESOL. Regional Superintendents lead the district's 6 regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education (FDOE), Bureau of School Improvement (BSI).

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Reassignment and Closure (RC)

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Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel with VAM ratings or district evaluations that are below effective.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the Department for three years on a quarterly basis with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida’s State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM rating. The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

- The district shall ensure, for the upcoming school year, instructional personnel from the closed school with VAM ratings that are below effective are not reassigned to other School Improvement (SI) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district for the upcoming school year.
- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:
 1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

Charter (CH)

Assurance 1: Close and Reopen School

- The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

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The district shall select a charter organization that has a record of school improvement in turning around schools that are low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Leadership

The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

Assurance 5: Selecting Instructional Staff

The district shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Assurance 1: Selecting a Successful EO/Outside Entity

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

Assurance 2: District Capacity and Support:

The district and the EO/Outside entity ensure the instructional programs align to Florida's state academic standards and provide data to support intervention for students.

The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Assurance 3: Selecting Leadership

The district and the EO/Outside Entity 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.

Ensure the principal will be replaced upon entry into EO/Outside Entity unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Assurance 4: Selecting Instructional Staff

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- The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school or a high-performing charter school network, 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.
- The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.
- The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.
- The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance.
- The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Assurance 5: Contracting with the EO

- The district shall enter into a contract with an EO/Outside Entity to provide turnaround services or to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:
 1. Performance indicators and growth metrics that the EO/Outside Entity must meet during the term of the contract 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/Outside Entity fail to meet the performance indicators, growth metrics or fail to meet its contractual obligations;
 3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
 4. EO/Outside Entity's record of school improvement and its 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/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity;
 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/Outside Entity 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; and

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7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least “C” within two years of the release of school grades.

Timelines

This timeline applies if the district selects RC.

- For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.
- For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

This timeline applies if the district selects either CH or EO/Outside Entity.

- For Cycle 1, the district acknowledges that the plan (TOP-2) and the CH or EO/Outside Entity contract is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed CH or EO/Outside Entity contract are due to the Department by January 31 and the district school board approved CH or EO/Outside Entity contract is due to the Department by May 1.

Request for Extension of Turnaround Plan, Criteria and Due Date

The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a “C” or higher by the end of following school year.

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request, approved by the local school board, is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S;
3. The request demonstrates that the SI school has no instructional personnel with VAM ratings of Unsatisfactory and that the percentage of instructional personnel with VAM ratings of Needs Improvement is at or below the district percentage where the district has more than five schools, or the state percentage where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in rule 6A.1.099811(16)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

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In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

Evidence that the five conditions were met:

Crystal Lake Elementary is currently showing growth based on PM1 to PM2 data

School Year	Administration	District Name	School Name	Subject	.# of Students	% of Students (Level 3 and Above)
2024-25	PM1	53-Polk	Crystal Lake Elementary School-0101	English Language Arts	176	12%
2024-25	PM2	53-Polk	Crystal Lake Elementary School-0101	English Language Arts	167	22%
						10%
2024-25	PM1	53-Polk	Crystal Lake Elementary School-0101	Mathematics	176	2%
2024-25	PM2	53-Polk	Crystal Lake Elementary School-0101	Mathematics	162	9%
						7%

Regarding VAM, Polk County Schools has...

- Created a streamline approach to vetting VAM scores of potential candidates
- Monthly meetings with School Improvement Contact, HR, Recruitment & Certification to reduce the number of NI/U teachers
- FLVAM Visualization Tool access to HR/Recruitment to vet potential candidates for SI schools
- Regional Superintendent approval of potential candidates for SI sites
- Job posting and monitoring of “live” link for SI sites to support vacancies

Explain how the school will improve to a “C” or higher:

The district utilizes the following interventions/programs to support students and ensure that we are closing the achievement gaps

- ❖ ELA – K – 2nd Grade – Reading Mastery
- ❖ ELA – 3rd – 5th Grade – Corrective Reading
- ❖ Math – K – 5th Grade – Number Worlds
- ❖ Response to Data targeted tutoring interventions
- ❖ Varsity Tutors
- ❖ Hazel Healthcare

The district has worked to ensure the below

- ❖ Prioritization of hiring to ensure adequacy of staffing
- ❖ The school is fully staffed in all core content areas
- ❖ Fully Released Site-Based Coaches for ELA and Math
- ❖ Support From District Academic Senior Coordinators (ELA, Math, and Science)
- ❖ PBIS/Behavior Intervention District Support
- ❖ BSI - Bureau School Improvement Support – State Support (Bi-weekly)
 - -Look for trends
 - -Development of Action Plan
- ❖ 2 admin-directed planning days a week
- ❖ Instructional Walks & Monitoring
- ❖ District mentors for new teachers

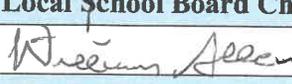
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- ❖ Scripted lessons to support substitutes
- Outline proposed changes and strategies that will occur during the extended period:
- ❖ One to one support for teachers i.e. District specialist, coordinators and mentors
 - ❖ Exclusive hiring fairs to prioritize staffing
 - ❖ Additional planning and early return for teachers
 - ❖ Half day data planning days
 - ❖ Closed enrollment
 - ❖ Intentional instructional coaching and compliance support for SWD & ELL personnel
 - ❖ UNISIG to support additional afterschool and during school tutoring
 - ❖ Renaissance School
 - ❖ Feeder Pattern Pilot school
 - ❖ Community Partnership School
 - ❖ Continuation of intervention programs (Corrective Reading, Number Worlds, Reading Mastery)

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completion and submission of the TOP-1
Nicole Bennett, Regional Assistant Superintendent- Transformation
Contact information: email, phone number
Nicole.bennett@polk-fl.net
Date submitted to the Bureau of School Improvement
November 1, 2024
Superintendent Signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
October 22, 2024