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Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 Orange County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Catalina Elementary School - 0701

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

The school principal, learning community office, and school leadership with the input and feedback of the Community Assessment Team (CAT) and School Advisory Council (SAC) conducted a comprehensive needs assessment. This needs assessment identifies data in the areas of ‘Stakeholder Feedback’, ‘Student Performance Data’, ‘Professional Capacity/Teacher Experience’, and ‘Student Behavior and Attendance’.

Overall Stakeholder Feedback (AdvancED Survey)

Parents, students and school staff complete an externally validated survey developed by AdvancED, the accrediting agency for Orange County Public Schools. This survey provides asks all stakeholders about the culture, climate and expectations of the school. This survey has been conducted in all Orange County schools for three years, allowing for comparisons across schools and over time. Each indicator in the survey for parents and staff is rated on a scale from ‘1’ to ‘5’, where ‘1’ is the lowest score and ‘5’ is the highest score. For students, each indicator in the survey is rated on a scale from ‘1’ to ‘3’, where ‘1’ is the lowest score and ‘3’ is the highest score.

AdvancED Survey Data 2016-2017

Standard	Parent (1-5)	Staff (1-5)	Student (1-3)
Purpose and Direction	4.43	4.47	2.89
Governance and Leadership	4.38	4.52	2.44
Teaching and Assessing for Learning	4.39	4.38	2.73
Resources and Support Systems	4.42	4.44	2.76
Using Results for Continuous Improvement	4.41	4.53	2.68

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Average Response by Stakeholder Group	4.41	4.47	2.7
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Effective Leadership (AdvancED Survey)

Under Standard 2, Governance and Leadership, students and parents rated leadership the highest on indicator 2.4, which indicates that leadership and staff foster a culture that is consistent with the purpose and direction of the school. However, parents rated the school the lowest when it comes to meeting the goals of the school, indicator 2.3. The staff scored the school the highest in policies and practices that support the effective administration of the school. An area for growth at Catalina is engaging stakeholders to support the school and meet the vision of the school.

Ambitious Instruction and Learning (AdvancED Survey)

In Standard 3, Teaching and Assessing of Learning, parents rated the school consistently across all indicators. Staff rated Catalina favorably in the area of continuous professional learning. At Catalina, areas for growth are the use of instructional strategies to engage students, the structures that support students and provide student advocates, and the formal structures for coaching, mentoring and teacher induction. Students rated the school highest in consistent grading processes and teachers supporting the school's instructional process in student learning. Areas of growth for Catalina in Teaching and Assessing Learning, are engaging students' families and keeping them informed of their children's learning progress.

Safe and Supportive Environment (AdvancED Survey)

Parents, staff and students agree that the school is a safe, clean and healthy environment. Staff indicate that the school could grow in the area of technology and its use for teaching and learning. Parents believe the school does not have sufficient instructional time, material and fiscal resources. Administration should look for ways in which parents feel the school could better utilize their resources to meet the needs of all learners.

Student Performance Data

The table below displays the school grade components and totals for Catalina Elementary for the last three years. The 2014-15 partial school grades did not include learning gains components.

School Grade Components and Totals (FDOE)

	2014-2015	2015-2016	2016- 2017
*ELA -Proficiency	35	30	28
-Learning Gains		43	41
-Lowest 25%		42	49

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Math - Proficiency	43	32	40
-Learning Gains		45	47
-Lowest 25%		36	41
Science	49	24	26
Total Points Earned	127/300	252/700	272/700
% of Possible Points	42 (C)	36 (D)	39 (D)

Catalina Elementary demonstrated improvement on the Florida Standards Assessment (FSA) in the areas of mathematics, science, learning gains in ELA, and lowest quartile learning gains in both mathematics and ELA. School accountability results for 2017 show that 28% of students meet state standards in ELA, 40% met state standards in mathematics, and 26% met state standards in science. Learning gains in ELA decreased from 43% to 41% while the lowest quartile of students in ELA increased from 42% to 49%. In mathematics, Catalina students demonstrated growth in all categories. Mathematics learning gains increased from 45% to 47%. The lowest quartile of students increased from 36% to 41%.

Overall, the schools total points received increased from 36% to 39%. Based on the data, an area for growth at Catalina is the effective delivery of core standards-based instruction in all content areas.

Professional Capacity/Teacher Experience

In the 2016-17 school year, 34 of Catalina's 54 instructional staff members were retained, at a rate of 63%. Of Catalina's 54 instructional staff members, nine percent were new to the district; 43% had three years or less of overall teaching experience. Teacher experience ranged from zero years to 21 years, with an average of six years of teaching experience. To develop expertise, there is a need to use multiple sources to monitor instructional delivery, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and student achievement.

Teachers with a statewide value-added rating of 'Unsatisfactory' or 'Needs Improvement' were transferred out of Catalina Elementary. This was done without regard to the teacher's summative evaluation rating that included the Instructional Practice portion of their evaluation.

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The attendance rate for the instructional staff at Catalina Elementary at 97.22% was higher than the district rate of elementary instructional employees at 95.68%. The school will continue to seek ways to motivate and encourage consistency with attendance.

Student Behavior and Attendance:

Student behavior and attendance directly impact student achievement. These factors are a concern at Catalina Elementary School. When comparing the 2015-16 school year to the 2016-17 school year, Level 1 offenses remained the same at zero incidents in both school years; Level 2 offenses decreased from ten to four incidents; Level 3 offenses decreased from 59 to 41 incidents; and Level 4 offenses increased from three to four incidents.

School Referrals

	2014-15	2015-16	2016-17
Level 1	1	0	0
Level 2	5	10	4
Level 3	67	59	41
Level 4	4	3	4
Total	77	72	49

School Suspensions

	2014-15	2015-16	2016-17
<i>In-school suspensions (Students)</i>	2	0	1
<i>In-school suspensions (Offenses)</i>	2	0	1

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<i>Out-of-school suspensions (Students)</i>	42	40	33
<i>Out-of-school suspensions (Offenses)</i>	71	60	45

During the 2016-2017 school year at Catalina, 730 students were enrolled, compared to 687 students enrolled in 2015-2016.

The table below describes student attendance for the 2015-16 and 2016-17 school years. The number of students with 10 or more absences increased in 2016-17 and considerable improvement is needed to ensure students receive more quality instruction during the year.

Student Attendance

	Total Absences 1-9 Days	Total Absences 10+ Days	Total Absences 10-20 Days	Total Absences 21+ Days
<i>2016-2017</i>	457	370	253	117
<i>2015-2016</i>	446	341	218	123

Stakeholder Support and Cooperation for Plan

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

When analyzing multiple data sources, many areas are in need of strategic and targeted support in order to increase student achievement. Using the whole-school transformation plan, Catalina will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department in collaboration with the Learning Community. These departments work with schools identified by the Superintendent, Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to

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develop processes and systems that support sustainable school improvement and includes district staff experienced in working with turnaround schools. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serves to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Catalina Elementary School is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. Catalina will receive support from one Senior Administrator and three content area program specialists, one for each content area, in the 2017-18 school year. The Senior Administrator and program specialists have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, supports the School-Based Leadership Team (SBLT) in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

The whole-school transformation plan was developed not only with the collaboration of these district departments and SBLT, but with input from the community and staff as well. Community members were able to review data, voice concerns, and offer input during both School Advisory Council (SAC) and Community Assessment Team (CAT) meetings; feedback from parents, staff, and students was gathered through surveys administered by the school; and multiple meetings were held between the Learning Community administrators, the Corrective Programs team, and the SBLT to review both qualitative and quantitative data to formulate a plan that best meets the needs of the community and school.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address areas of concern.

The Learning Community and Corrective Programs Senior Administrators will jointly monitor this support through monthly collaborative instructional walks and monitoring of student progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

Principal Selection: The Deputy Superintendent and Area Superintendent carefully review principal candidates to present to the Superintendent and School Board. All principals must complete the Preparing New Principals Academy (PNPA) through the district. At completion they can apply for their principal certification and apply for positions. Once selected for an interview, they meet with a panel composed of the Area Superintendent, Executive Area Director, and representation of school faculty. The desired candidate is then reviewed and vetted through the Deputy Superintendent.

Under the supervision of the Deputy Superintendent, the most qualified candidate was selected to lead the transformational work at Catalina Elementary and offered a \$10,000 hiring incentive and a \$10,000 performance bonus based upon student outcomes.

The school principal, Seth Daub, began working in the district in August 2003. Principal Daub has served as a school principal of Catalina since February 2016. This is the second principalship for Mr. Daub. He was the previous principal of Castle Creek Elementary School, a Title I school with similar demographics to Catalina Elementary. At that school, he raised the grade from a C to an A. Under his leadership at Castle Creek Elementary, student achievement increased in 3rd grade by 7 percentage points in Reading and 4 percentage points in Math. Student achievement in 4th grade increased by 25 percentage points in Writing. The 5th grade Science FCAT scores were the highest of all 71 Title-1 schools within the district, with 68% of students scoring at Level 3 and above.

Before his tenure at Castle Creek Elementary, Mr. Daub worked as an assistant principal at Jones High School, another Title I school with demographics comparable to Catalina Elementary. He was part of the leadership team at Jones that moved the school from a D to a B over three years. During this time, they graduated 93.7 percent of seniors, raising the graduation rate 17.1 percentage points and ranking 3rd for highest graduation increase in the district. They also earned the highest increase of 9th and 10th grade Reading FCAT scores (within the lowest 25%) among all high schools within Orange County Public Schools. He is a proven leader with powerful results in Title I schools with demographics that are quite similar to Catalina Elementary.

Principals have operational flexibility to select their school-based content coaches and instructional staff. If the school does not improve under the principal's tenure, district leadership will meet to evaluate all available data and determine whether retention or replacement will best meet the needs of the school.

Assistant Principal Selection: Assistant principals are matched with school principals by the Learning Community based on school needs and areas of strength/growth that will complement those of the principal. All assistant principals must complete an application and vetting process to enter the district's assistant principal pool. At completion they can apply for positions. Once selected for an interview, they meet with a panel composed of the Executive Area Director and principals. The candidate is then selected for a school that matches the applicant's experience and strengths. Once selected they are reviewed and vetted by the Deputy Superintendent prior to final placement. If the school does not improve under the principal and

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assistant principal's tenure, district leadership will meet to evaluate all available data and determine whether retention or replacement will best meet the needs of the school.

Michelle Durni-Austin began in the district in August 2000 and was selected to serve as Assistant Principal at Catalina Elementary in August 2014. Prior to Catalina, Ms. Austin served as an instructional coach at Apopka Middle School. She is currently completing the Preparing New Principals Academy to become a certified principal. In 2016-17, Catalina Elementary School achieved 39% of the total possible points placing them at a grade of a "D". Under the leadership of Mr. Daub and Ms. Austin the school grade points increased from the previous year by three percent.

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

Catalina Elementary School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents.

Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Catalina Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

In addition to hiring the PEL, Catalina Elementary School builds family and community engagement through hosting various events throughout the year. One such event is a quarterly community outreach initiative where the staff attends a designated location in the community (e.g., a community center or convenience store) on a Saturday morning to provide families an opportunity to meet the staff, discuss their child's academic progress, and hear strategies for supporting their child's academic success in the home. These informal gatherings provide free breakfast for the families and giveaways, such as gift card raffles, books for home libraries, etc. It is a time for the community, teachers, and staff to come together in the parents' "backyard" to build relationship in a familiar setting.

Catalina celebrates the start of the school year with the "Back to School Roundup," which is a community event prior to the first day of school. This event provides an opportunity for families and the community to enjoy bounce houses, free food, prizes, and giveaways.

Monthly family engagement events are hosted with both an academic and arts focus to broaden students' and families' cultural knowledge in addition to promoting high academic standards.

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Catalina hosts Math, Science, and Literacy nights to engage families in hands-on math and science activities for each grade level to help parents understand the standards so they can support their children at home with their academic work.

Catalina Elementary School also partners with Dramatic Education Inc., an educational arts company that enriches and builds cognitive, physical and social development for all school-age children. It specializes in before- and after-school extended care, in-school enrichment programs, and teacher workshops in implementing Arts and Education. Students participate in activities both during their special area rotations as well as after school, to deepen their cultural arts awareness and knowledge. Each year the community is invited to a Winter Concert where chorus students and Dramatic Education Students perform.

A Black History Celebration is hosted in February where the community comes to enjoy food and student work with an integration of the arts and academics as they celebrate African American history and culture.

School Advisory Council (SAC), School Improvement Plan (SIP), and Parent Teacher Association (PTA) meetings are held monthly to involve the community in the progress of the school. Community members and families are apprised of current student performance data, areas of strength and areas of need, and asked to offer suggestions to help improve the school. In addition, Community Assessment Team (CAT) meetings are held four times per year to review student performance data and assess areas in need of improvement.

To booster family attendance to school events in the 2017-18 school year, Catalina is implementing a new initiative called the Parent Scorecard. Parents will be given a baseball-like scorecard listing all the community events for the year. Each time they attend an event, they receive a stamp. At the end of the year, there are awards for those parents meeting tiers of attendance requirements: e.g., 80% attendance or higher, they will receive the World Series Award; those attending 50-80% of events will receive the MVP Award; and those attending 25-50% of the activities will receive the Rookie of the Year award. Each award comes with certificates, medals, and prizes. There will also be an end-of-year Hall of Fame celebration with food and prizes.

Each quarter, on a Saturday, Catalina Elementary conducts a community outreach initiative by going out into the community to provide families with an opportunity to build relationships with staff. Prizes, books and breakfast are provided to all school families. In addition, academic support is offered during the outreach as school personnel build strong school-community partnerships.

Catalina Elementary School leverages community assets through multiple partnerships. Bank of America and Universal Studios partner with the school to provide over 800 backpacks containing school supplies for students.

A supper program is offered at Catalina through a joint partnership between the extended day program and OCPS. This important meal is offered on a daily basis to all students to ensure students receive healthy meals during post-school hours.

The Love Pantry is a program through Orlando First Baptist Church where volunteers ensure the school pantry, called the Colt Closet, is consistently stocked with food and basic clothing needs for families in

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need. The pantry ensures that Catalina students and families with financial needs are equipped with the necessary items for nourishment and success. This initiative helps to level the playing field for student achievement and reduces barriers that might otherwise impede student readiness and learning.

Another community partner is DaVita Dialysis who hosts a shoe drive for students. Last year, Catalina Elementary School students received over 150 pairs of shoes as a result of the drive.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships.
2. Increase parental involvement and engagement in the child's education.
3. Establish clearly defined and measurable high academic and character standards.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Catalina Elementary School offers multiple services for parents and students that help to foster both family and community partnerships.

As mentioned previously, the Dramatic Education Inc. program provides education for students and families in the cultural arts, helping students to attain a more well-rounded education to help them in their college path.

In addition, the newly appointed PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents.

Through partnerships with Orlando First Baptist Church, DaVita Dialysis, Bank of America, and Universal Studios, Catalina is able to provide families with much-needed basic necessities including basic clothing, shoes, backpacks of school supplies, and food.

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With financial partners such as AXA Equitable, Horace Mann, and Voyage, parental financial workshops are offered to help families better understand their budgeting situations and needs, debt consolidation, how to save, etc.

In addition, Catalina takes advantage of the district Parent Academies on designated Saturdays where families are invited to attend sessions on such topics as Effective Advocacy for your Child, How to Become a PTA Leader, Understanding School Grades, health education sessions, etc.

The guidance department offers families counseling services to families in need. Families can come to campus or an assigned counselor can make home visits. In addition, Catalina Elementary School has a partnership with Children and Family Place, a preferred mental health service organization, to provide onsite counseling for students and families on a weekly or as-needed basis.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact high student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents so that they can be more involved in their child's education.

Each year, Catalina holds a Meet Your Teacher Night and an Open House where families are invited to come to campus to get to know their child's teacher and support staff and hear about the programs and services offered to support not only their child's academic success but also their socio-emotional needs.

In addition, Catalina hosts a Report Card Conference Night, first in October and then on an as-needed basis. It is a week-long event where families meet with the teachers to discuss their children's academic progress and learn strategies for supporting their child's academic success in the home.

In March, parents and families are invited to the National Elementary Honor Society Induction to recognize and celebrate their fourth and fifth grade scholars who have met the National Honor Society requirements.

Math, Science, and Literacy Nights, as well as Florida Standards Assessments (FSA) Night, are all more opportunities for parents to be involved in their children's education. During FSA Night, parents are educated about the state assessments, the requirements, what the test looks like, and are provided strategies they can use at home with their children to prepare them for success on the assessments. FSA strategies for parents are also incorporated into the quarterly community outreach events.

During these parent events, the work the students have done through Special Areas and through Dramatic Education is showcased to encourage parent participation.

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In addition, Catalina takes advantage of the aforementioned district Parent Academies on designated Saturdays where families are invited to attend sessions on such topics as Effective Advocacy for your Child, How to Become a PTA Leader, Understanding School Grades, health education sessions, etc.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Catalina Elementary School partners with City Year, an organization committed to helping students identified as being at-risk of not graduating stay on track academically so they can graduate on time. City Year has been a valued partner with the school since the 2014-2015 school year. They provide a team of passionate and dedicated professionals who work with students on the importance of attendance, behavior, and academic performance in reading and mathematics. City Year team members push-in to classrooms to provide intensive support to small groups of students in both reading and mathematics. They also work with students on character education through the “50 Acts of Greatness” initiative, where they work with identified students to review and set goals for completing tasks that qualify as an act of greatness (e.g., holding the door open for a peer or helping someone who has fallen down). They follow-up with positive phone calls to communicate with parents and provide positive reinforcement of the good behavior and acts they see at school. They also attend school events, promote positive behavior and attendance, and assist with community service projects throughout the year. In the 2016-17 school year, they assisted with a beautification project in the local park facing the school. The school’s partnership with City Year plays a key role in modeling for students holding both high academic standards and high standards for being a model citizen.

Students are also recognized for their positive behavior at school through rewards such as “Colts Cinema,” which is a monthly movie in the school cafeteria where students are provided with popcorn and a drink. Students also have opportunities to win lunch with the principal and attend an end-of-year event to win free tickets to Universal Studios. Staff recognize positive behavior on-the-spot in the hallways and classrooms by awarding students with gold coins which can be traded for prizes.

In addition, students watch school-created videos regarding proper ways to practice positive behavior such as walking in the halls and behaving appropriately in the school cafeteria.

In order to encourage students to pursue a higher education through college, Catalina Elementary School partners with the University of Central Florida (UCF) Honors College. This unique partnership consists of 40 college students supporting 40 classrooms at Catalina. Students from the UCF visit weekly for a nine week period and mentor students, provide tutoring/academic support, and encourage students to pursue college. In addition, every Wednesday is College and Career Day when staff and students are encouraged to wear either college attire or career wear.

Honor Roll celebrations occur quarterly to recognize students with high academic achievement. Students who earn an A or B receive a certificate, pencil, and ribbon. Students who earn an A each nine weeks are recognized on the Principal’s Honor Roll at the end of the year. Students receive similar awards for having perfect attendance.

Another means of promoting high academic standards occurs through i-Ready incentives. Events are held midyear and at the end of the year where any student who achieved learning gains per the program’s metrics get to attend events with bounce houses with an opportunity to “Dunk the Principal” in a dunk

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tank. In addition, there are teacher incentives for staff who reach targets for student performance and student usage in the program.

Teachers have daily opportunities to exemplify desired character traits through Class Meetings. Teachers hold daily 10-minute class meetings to ask students to share personal experiences that occurred or academic celebrations or concerns while they model empathy and offering suggestions and solutions. This practice fosters a safe culture of peer respect while strengthening the teacher-student relationship.

In March, parents and families are invited to the National Elementary Honor Society Induction to recognize and celebrate their fourth and fifth grade scholars who have met the National Honor Society requirements.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

In order to provide additional support for teachers implementing high quality standards-based instruction, the OCPS Curriculum, Instruction and Digital Learning teams provide schools with Curriculum Resource Materials (CRMs). CRMs provide assistance to first-year teachers and teachers new to content or grade levels with the intent (the “why” and “how”) to teach standards via strategies and tasks. The CRMs provide teachers with model lesson plans, examples of questioning to engage students in accessing prior knowledge and higher level thinking, and strategies to monitor student learning and make adjustments to meet their needs.

One benefit of the CRMs is that a teacher has access to prior grade-level standards and scales. This information helps teachers understand the vertical alignment of standards so they know what students have previously experienced in prior grades.

CRMs also have built-in questions that allow teachers to discover what students already know about a topic. Students have the opportunity to share their background knowledge so a teacher knows how to build upon that previous knowledge. Additionally, the CRMs contain supplementary materials that teachers can use to meet the specific needs of his or her students. These include digital resources as well as print material such as trade books.

The Corrective Program Senior Administrators, in collaboration with the Learning Community Senior Administrator and content area program specialists, will support teachers and school-based instructional coaches with use of the CRMs to best meet the needs of the students in developing their background knowledge in order to be able to make connections and retain new information to meet the rigor of the Florida Standards.

In addition to the CRMs, students will participate in the i-Ready program whereby students are placed in a program level based on a diagnostic assessment that determines the students' ability levels in both reading and mathematics. It is an adaptive program in which students begin work at their current ability level and build upon their existing knowledge to advance through work to achieve progress on current grade-level standards. Teachers are also able to assign targeted i-Ready lessons for individual students or groups of students to build up deficits in order to help them meet grade level standards. With the support of the district teams, the teacher provides lessons that support the students in their specific areas of need.

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During small group guided reading, the teacher provides students with the necessary background knowledge to help them access the grade-level standards.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Catalina Elementary School will participate in Orange County's District Professional Learning Community (DPLC) process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students. The teachers and principal, with guidance from the Learning Community Area Superintendent and Executive Area Director, will collaborate to develop "Whole School Improvement" plan focused on significant growth in student achievement. The plan will include how content knowledge and instructional strategies will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice of rigorous, standards-based instruction. Through this structure, the DPLC will develop a targeted professional development plan to provide training to staff in analyzing school data and student work to identify strengths and opportunities for improvement, identifying and eliminating barriers to improvement, and utilizing research-based strategies for improving literacy school-wide.

In addition to the DPLC, teachers at Catalina receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school's PLC and planning structure. During lesson plan development, teachers meet with instructional coaches to receive guidance and feedback, aligned with the work of the DPLC, in creating rigorous, standards-based lessons. Teachers and instructional coaches then share and model instructional strategies with their peers during collaborative planning sessions where the lesson is carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms. This process is carefully guided and monitored through the collaboration of the principal, Learning Community administrators, Corrective Programs Senior Administrators, and Program Specialists.

The principal also models holding high expectations for all students through his leadership of the SBLT. This is modeled through data meetings where teachers receive training in evaluating student work and performance data to determine opportunities for growth and develop differentiated lessons to meet all learners' needs.

In the 2016-2017 school year, the SBLT led the staff through a book study on GRIT: the Power of Passion and Perseverance by Angela Duckworth to learn how to establish and model high academic standards through encouraging students to achieve their highest potential.

At Catalina Elementary School, the Behavior Leadership Team meets monthly to discuss strategies to present to the staff on de-escalating situations, dealing with student behaviors, and helping teachers to build relationships with students. Teachers are trained on how to conduct daily Class Meetings through role-playing and modeling.

To further build relationships with students and promote a school-wide culturally responsive culture, staff participated in a district-provided Culturally Responsive Training. This training created an awareness for staff to be more culturally sensitive to students and their needs, helping to establish rapport in the classroom.

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Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Rigorous studies conducted over the last two decades have found teacher quality to be the most important factor for student achievement within the control of the school and district (Wright, Horn and Sanders, 1997; Rivkin, Hanushek and Kain, 2000; Rury 2013). Orange County Public Schools (OCPS) supports the improvement of teacher quality through the recruitment of new teachers showing strong potential and by increasing the expertise of teachers already working for the district. Recently, this work has become more difficult with the dramatic decline in enrollments in higher education programs along with other state and national factors. The enrollment of students in education majors in the State University System (SUS) has declined from a high of 18,041 in 2007 to 12,045 in 2016. This decline in enrollment and associated declines in degrees awarded pose challenges to the recruitment of strong teachers, particularly in schools in need of the most support.

In May, the district launched a three-year pilot program at Carver Middle School where teachers could earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year, and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Catalina. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Catalina's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

B. Correlation between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: 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 all of the Areas of Assurance.

Turnaround Option Plan –3

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Using the whole-school transformation plan, Catalina Elementary School will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department in collaboration with the Learning Community and school-based leadership team (SBLT). These departments work with schools identified by the Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to identify root causes of systemic barriers in order to develop an effective implementation plan for school improvement. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Catalina is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. The Senior Administrator and program specialist have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, support the principal and SBLT in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address identified barriers or areas of concern.

Turnaround Option Plan –3

The Learning Community and Corrective Programs Senior Administrator(s) will jointly monitor this work through monthly collaborative instructional walks and monitoring of student progress data. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

In addition to the departments discussed above, the Title I Department will organize periodic OCPS Parent Academies in each of the learning communities. These academies are hosted at a high school in the designated learning community. Middle and elementary schools may offer buses from their school to the high school to remove the transportation barrier. The Title I Department will also offer digital academies to make information more accessible to parents who may not have resources in the household or the transportation to participate.

The district addresses all Areas of Assurance both through the TOP-2 implementation plan as well as through the funding of the PEL at Catalina Elementary School. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact high student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Similar to the district-managed turnaround plan, the whole-school transformation plan will also incorporate the collaboration of multiple district departments with the principal and SBLT. These departments include but are not limited to: the Title I department; Corrective Programs; the Curriculum, Instruction and Digital Learning team; and the Learning Community. In both plans, the teams work collaboratively to ensure systemic barriers are removed and structures are put in place to support the building of staff capacity to achieve sustainable school improvement. Both plans were developed with input from key stakeholders, including community partners, parents, students, and staff.

Like the district-managed turnaround plan, the whole-school transformation plan will be heavily supported and monitored through the Corrective Programs collaboration with the principal and Learning Community: a model where observational and student data are frequently reviewed to assess areas of strength and need to make adjustments accordingly.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

Turnaround Option Plan –3

OCPS began this work without dedicated, statewide funds. This demonstrates a commitment of the district to providing additional supplements to teachers in order to attract and retain high-quality teachers at schools in the need of the most support. We recognize that providing these funds for all schools in Differentiated Accountability, however, would be beyond the ability of the school district to support.

The pilot program for Carver has been a joint project with the Orange County Classroom Teachers' Association (OCCTA). The school district and OCCTA support this use of TOP-3 funds and are currently working on an updated Memorandum of Understanding (MOU) that would support this work pending the receipt of funds through the TOP-3 program.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Catalina. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Catalina's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.

BUDGET NARRATIVE FORM

Catalina Elementary School/Orange County

18A085

[illegible]

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:



CLEAR ALL DATA

Enter Projected # of Students and Teachers Below by Year

by Year

Total Budget

\$ 1,480,000.00

Unique School ID

of Students

# of Teachers/CI	# of classrooms	# of Students
1	1	15
2	2	30
3	3	45
4	4	60
5	5	75
6	6	90
7	7	105
8	8	120
9	9	135
10	10	150
11	11	165
12	12	180
13	13	195
14	14	210
15	15	225
16	16	240
17	17	255
18	18	270
19	19	285
20	20	300
21	21	315
22	22	330
23	23	345
24	24	360
25	25	375
26	26	390
27	27	405
28	28	420
29	29	435
30	30	450
31	31	465
32	32	480
33	33	495
34	34	510
35	35	525
36	36	540
37	37	555
38	38	570
39	39	585
40	40	600
41	41	615
42	42	630
43	43	645
44	44	660
45	45	675
46	46	690
47	47	705
48	48	720
49	49	735
50	50	750
51	51	765
52	52	780
53	53	795
54	54	810
55	55	825
56	56	840
57	57	855
58	58	870
59	59	885
60	60	900
61	61	915
62	62	930
63	63	945
64	64	960
65	65	975
66	66	990
67	67	1005
68	68	1020
69	69	1035
70	70	1050
71	71	1065
72	72	1080
73	73	1095
74	74	1110
75	75	1125
76	76	1140
77	77	1155
78	78	1170
79	79	1185
80	80	1200
81	81	1215
82	82	1230
83	83	1245
84	84	1260
85	85	1275
86	86	1290
87	87	1305
88	88	1320
89	89	1335
90	90	1350
91	91	1365
92	92	1380
93	93	1395
94	94	1410
95	95	1425
96	96	1440
97	97	1455
98	98	1470
99	99	1485
100	100	1500

Teachers/Classrooms

Remaining \$

4

701

7	
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5

717

14

CONSOLIDATE YEAR 1.

[illegible]