



TOP-1



District-Managed Turnaround Plan – Step 1 (TOP-1)

Polk
Eagle Lake Elementary

Due: September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

District-Managed Turnaround Plan—Step 1 (TOP-1)

Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1. The subject line of the email must include the 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 district-managed turnaround plan.

School Name/ MSID Number
Eagle Lake Elementary/1701

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 affiliations 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 district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

Names and affiliation of CAT members: Ava Brown, Principal, Heather Linn, Principal on Assignment, Justin Martin, AP, Tracy Collins, Chief of Schools, Tammy Farrens, Regional Assistant Superintendent, Rodrick Gray, Senior Director, Kati Pearson (FLDOE-BSI), community members and teachers

Dates of CAT meetings (held and upcoming meetings): September 22, 2026, February 9, 2027 and April 27 2027

What school data was analyzed? Florida Assessment of Student Thinking (FAST), Attendance, Early Warning Systems (EWS), Discipline

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Identified causes of low performance:

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	38	54	62	37	50	59	34	50	57
Grade 3 ELA Achievement	42	53	61	34	51	59	39	50	58
ELA Learning Gains	49	58	63	44	53	60	51	56	60
ELA Lowest 25th Percentile	49	56	58	56	54	56	56	59	57
Math Achievement*	32	56	66	30	53	64	30	54	62
Math Learning Gains	37	58	64	35	54	63	40	58	62
Math Lowest 25th Percentile	34	47	50	35	44	51	52	53	52
Science Achievement	35	50	62	23	48	58	30	51	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					58	63		58	61

Eagle Lake Elementary has identified a continued focus on benchmark-aligned instruction and targeted intervention as a focus for the 2026–27 school year due to a continued decline in learning gains for the lowest quartile in English Language Arts (ELA) and Mathematics.

Progress Monitoring Assessment (PMA) 3 results from the 2025-26 school year indicate the following:

- 3rd grade ELA increased from 37% to 42%
- ELA proficiency increased from 34% to 38%
- ELA learning gains increased from 44% to 49%
- ELA learning gains of the lowest quartile declined to 49%, down from 56% the prior year.
- Math proficiency increased from 30% to 32%.
- Math learning gains increased from 35% to 37%.
- Math learning gains of the lowest quartile declined to 34%, down from 35% the prior year.
- Science proficiency increased from 23% to 35%

These data trends indicate that Eagle Lake Elementary is beginning to recover in overall student achievement, but the improvement is not yet consistent enough to accelerate the students who need the most support i.e. lowest quartile in ELA and Math. Overall learning gains are improving from the prior year.

A root cause analysis points to benchmark-aligned Tier 1 instruction improving, but an additional emphasis is needed on targeted intervention, instructional differentiation and data driven instructional adjustments to ensure all student groups demonstrate sustained growth. Observations and instructional walkthroughs reveal that instruction frequently omitted essential practices such as:

- Scaffolding to support students as they progress toward independence with complex content;

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- Differentiated instruction tailored to meet individual student needs and readiness levels;
- Systematic instruction that builds knowledge and skills in a logical and coherent progression.

Furthermore, a lack of consistent checks for understanding meant that teachers were often unaware of whether students were mastering the content, resulting in missed opportunities to adjust instruction in real-time.

These instructional inconsistencies have directly contributed to the downward trajectory in student performance. Addressing this area of focus is essential for building teacher capacity, ensuring instructional coherence and ultimately improving student achievement across all content areas.

Recommendations for school improvement:

Ms. Heather Linn will serve as Principal on Assignment. She brings more than 18 years of progressively responsible educational leadership experience and possesses the instructional expertise, systems thinking and leadership capacity necessary to successfully lead a school through sustained improvement.

Her career reflects a deliberate progression from classroom teacher to mathematics coach, district curriculum leader, assistant principal and principal, providing her with a comprehensive understanding of instructional leadership, school operations and organizational change. Ms. Linn took over as principal at Eagle Lake in 2021 where she moved the school grade from D to a C.

Throughout her career, Ms. Linn has consistently demonstrated the ability to analyze schoolwide data, identify areas of need, implement targeted instructional support, monitor the effectiveness of improvement initiatives and adjust strategies to accelerate student learning.

Ms. Ava Brown has been selected to serve as Principal due to her extensive experience as a school leader in a variety of school settings. She has a proven track record of improving student outcomes and moving schools. Most notably, Ms. Brown led both Gibbons Street Elementary and Winston Academy in their turnaround efforts. In addition to moving schools out of low-performing status, all four schools that she has led have earned either an A or B school grades. For the past five years, Ms. Brown has been a member of the District Instructional Leadership Team (ILT). The ILT is comprised of the most skilled principals in the district and is used to support district initiatives around building instructional leadership capacity among school-based leaders.

Ms. Linn and Ms. Brown will have direct support from Tammy Farrens, Regional Assistant Superintendent, Polk Transformation Office. Ms. Farrens will provide principal support on campus two to three times a week; this support will include, but not limited to data chats, participation and feedback regarding planning & PLCs, classroom walkthroughs and action planning. She will continue to ensure standards-based instruction, interventions, personnel selection and coaching support is provided immediately with the appropriate sense of urgency and instructional care. The district will ensure Eagle Lake Elementary has priority hiring. Mr. Roberts, Regional Assistant Superintendent Central Region, will ensure that Eagle Lake Elementary has an environment conducive to student learning and that the appropriate use of the district discipline matrix and code of conduct are occurring consistently.

To address the deficits in benchmark-aligned instruction and improve targeted intervention, Eagle Lake Elementary has established the following measurable outcomes for the 2026–27 school year. These targets reflect ambitious but attainable growth based on current performance and are aligned with schoolwide academic improvement efforts:

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ELA Proficiency from 38% to 44%
ELA 3rd Proficiency from 42% to 45%
ELA LG from 49% to 60%
ELA BQ from 49% to 60%
Math Proficiency from 32% to 45%
Math LG from 37% to 60%
Math BQ from 34% to 60%
Science from 35% to 45%
SWD from 21% to 33%
ELL from 30% to 42%

3rd grade: 45%
4th grade: 45%
5th grade: 42%

Other information:

The Regional Assistant Superintendent will provide principal support on campus two to three times a week; this support will include, but not limited to data chats, participation and feedback regarding planning and Professional Learning Communities (PLC), classroom walkthroughs and action planning. The district, which includes the Division of Schools and Teaching and Learning, will continue to ensure benchmark-aligned instruction, interventions, personnel selection and coaching support is provided in a timely manner. The district will ensure Eagle Lake Elementary has priority hiring.

- The school will begin the year fully staffed in every classroom. The district will ensure that if an instructional vacancy occurs during the school year, the district will provide daily coverage by a certified teacher in the applicable content area(s) until the vacancy is filled.
- The district will provide a full-time attendance specialist for this school and district staff will monitor the attendance goals in the School Improvement Plan (SIP). District staff will monitor the attendance data at this school in comparison to other elementary schools in the district. Attendance will be a focus area at monthly meetings with school, district and Bureau of School Improvement (BSI) staff with action steps and reported outcomes.
- The school will have a consistent schedule of district support, including scheduled visits from an assigned mentor principal with successful turnaround school experience to include, but not limited to, review of staffing, professional learning for staff, student and staff attendance, classroom walkthroughs and implementation of the School Improvement Plan (SIP). This mentor will not be the current district School Improvement (SI) personnel or principal's evaluator, but a sitting or retired principal.

District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

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☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district 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.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

☒ The district 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 shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

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- ☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.
- ☒ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

- ☒ An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- ☒ **The district must submit instructional rosters for this school no later than August 1.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- ☒ The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	9	2	0
School%	0%	81.81%	18.18%	0%
District %	6.56%	63.17%	18.36%	11.92%
State %	11.30%	65.80%	13.07%	9.84%

Acknowledgment

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 TOP-1

Tammy Farrens, Regional Assistant Superintendent
Tracy Collins, Chief of Schools

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Contact information: email, phone number

Tammy.farrens@polk-fl.net (863) 647-4706

Tracy.collins@polk-fl.net (863) 647 – 4733

Date submitted to the RED and the Bureau of School Improvement (due September 1)

Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board