



TOP-2

District-Managed Turnaround Plan – Step 2 (TOP-2)

Polk County
Eagle Lake Elementary

Due: October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

District-Managed Turnaround Plan—Step 2 (TOP-2)

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to 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 October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

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

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 Learning Environment

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.

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

Our district provides support to all schools graded as an “F” or “D” and all are required to complete a School Improvement Plan using the Florida CIMS2 online template. The School Improvement Plan is used as an ongoing guide for all stakeholders to review data, set goals, create action plans and monitor the progress of the goals. The School Improvement Plan is reviewed by the School Advisory Committee and is available for review by the public on November 1st. Schools receive additional support from the Senior Director of School Improvement, the Regional Superintendent, District-based Curriculum Coaches and other district personnel as requested.

The district conducted an Instructional Review at the school with a district, school-based and the state BSI team consisting of the school administrators, site-based leadership team members, Regional Superintendent, Senior Director of School Improvement, Curriculum Specialist, Regional Executive Director for Florida Department of Education - BSI, FLDOE Specialists and district-based literacy, math and ESE coaches. This team reviewed the SIP and data trends, conducted classroom walkthroughs and collaboratively planned next steps.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT ¹	STATE ¹	SCHOOL	DISTRICT ¹	STATE ¹	SCHOOL	DISTRICT ¹	STATE ¹
ELA Achievement*	38	54	62	37	50	59	34	50	57
Grade 3 ELA Achievement	42	63	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

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

Transformational Leadership:

- Administrators will communicate clear expectations aligned to School Improvement Plan goals and outcomes.
- Administrators and coaches will implement, support and monitor collaborative planning sessions and Professional Learning Community meetings with instructional staff.
- Administrators and staff will be active and present in the community.
- Stakeholders will have an active decision-making role in the school.

Standards-based Instruction and Learning:

- The school's master schedule includes common planning periods across grade levels.
- The collective bargaining agreement was amended to incorporate an additional day of collaborative planning, thereby increasing the weekly requirement to two days under administrative leadership. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional learning, data chats and the sharing and modeling of best practices and strategies.
- The Office of School Improvement implements job-embedded professional learning by highly trained educators who are experts in content areas, administration and data analysis. The team supports administrators, teachers, coaches and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

Positive Learning Environment:

- Positive Behavior Interventions and Supports (PBIS) will be implemented and an active Multi-tiered System of Supports (MTSS) team will be in place to monitor and support student attendance, discipline and the academic needs of students.
- The school will encourage positive student behavior and academic achievement through a school-wide incentive program.

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

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.

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

To remedy the above identified root cause, the district in collaboration with the school will:

- Provide ongoing professional learning to build the capacity of the teachers to deliver benchmark aligned instruction.
- Promote teacher practice of observing instruction in demonstration classrooms through focused learning and instructional reviews.
- Monitor implementation of standards-based instruction using instructional look-fors and walkthrough data.
- Monitor implementation of Tier 2 and Tier 3 interventions for fidelity.
- Disaggregate data and engage in data chats with a focus on subgroup, overall proficiency and learning gains.
- Increase monitoring of student progress through frequent data reviews of student performance on formative and summative assessments.

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- Utilize support personnel (i.e. ESE senior coordinators, para-educators, ELL instructor, etc.) to address individual student needs through small group instruction and/or one-on-one instruction.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

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

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

The district-managed turnaround plan for Eagle Lake Elementary is focused on accountable and shared leadership, standards-based instruction and learning and establishing a positive learning environment. The strategies listed below were determined based on reflection and analysis of the needs assessment data and in conversation with school-based and district leadership. This turnaround plan has also been developed in coordination with the school improvement plan and areas of focus.

Accountable and Shared Leadership

Administrator will:

- Oversee a specific content focus.
- Developed a weekly collaborative planning and Professional Learning Community (PLC) schedule to support benchmark aligned instruction, benchmark aligned tasks and review of student data. During the meetings there will be a strategic focus on current and historical data trends with projections made toward future goals.
- Conduct data analysis and data chats with teachers and students quarterly or as needed, to ensure student academic needs are addressed.

Standards Based Instruction

Administration will:

- Emphasize standards-based instruction and use state and district resources during lesson planning.
- Increase teacher capacity to provide student-centered learning opportunities using focused instructional strategies.
- Increase authentic student engagement through consistent opportunities for student collaboration.
- Increase focus on classroom observations using the standards-based instructional tool and follow-up collaborative discussions with teachers to provide appropriate structure for support through peer observation and coaching opportunities.

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- Improve instruction by providing feedback on lessons aligned to the rigor of the standards.
- Provide targeted instruction to the lower quartile with small groups and individualized instruction.

Positive Learning Environment

Administrators will:

- Develop partnerships with community stakeholders.
- Create opportunities for school staff to build relationships with families and communities to support learning.
- Communicate school initiatives and progress via social media sites.
- Provide incentive opportunities (Renaissance) four times a year to students based on meeting academics, attendance and discipline goals.

Part B.

Assurance 1: District Capacity and Support

- The District-Managed Turnaround Plan will be led by the Superintendent, Chief of Schools, Regional Assistant Superintendent and the Division of Teaching and Learning. The Division of Teaching and Learning consists of representatives from the following departments and content areas: Curriculum and Instruction, Professional Learning, Human Resources, Federal Programs, Student Services, ESOL, Learning Support, Community Engagement, Behavior and Discipline and MTSS. All members have been assigned roles and responsibilities specific to their areas of expertise. The team meets regularly as a whole with TOP principals to discuss their needs. If TOP school principals express a specific need for their school, all district departments are at the table and immediate attention is given to resolve or meet their needs.
- The district has ensured through the use of instructional review and curriculum support that the instructional programs are aligned with Florida's standards for ELA, mathematics, social studies and science.

Assurance 2: School Capacity-Leaders and Educators

- The district has developed a professional learning plan in coordination with school leadership to build the capacity of instructional staff.
- The district has designated personnel assigned to lead the turnaround efforts.
- The district has reviewed all teachers providing instruction and involuntarily transferred those identified with VAM scores of Needs Improvement and Unsatisfactory.
- The district has verified that the percentage of instructional personnel assigned to the school with either a rating of Unsatisfactory or Needs Improvement, based upon the most recent three-year aggregated state VAM average and we are under the District average.
- The district has worked diligently to ensure all instructional vacancies are filled.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

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Correlation between SIP and TOP-2:

While the School Improvement Plan facilitates school reflection of previous year's data and needs assessment, leading schools to develop detailed areas of focus to improve student achievement and overall school outcomes, the TOP-2 plan articulates the district's commitment and partnership with school-based efforts to achieve success in each area of focus.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

District Leadership, in consultation with the Regional Executive Director, work to improve outcomes at Eagle Lake Elementary. After meeting with the school and consulting with the Superintendent, the district's School Improvement Office and RED, the District Managed Turnaround Option Plan was selected as the most appropriate to meet the needs of the students and generate the necessary levels of improvement for the upcoming school year.

To ensure the Turnaround plan can be effective and have maximum impact, it is understood and desired for the district leadership and school leadership to work collaboratively together. Meetings have been conducted and scheduled throughout the year for continuous communication and collaboration. This will ensure that implementation of the plan occurs, timely modifications are possible and that the school receives support in the process.

The school leadership team has collaborated with district leadership to ensure collaboration and coordination of the school improvement plan, the Turnaround Option Plan and school resources.

The School Improvement plan areas of focus are:

- Explicit Instruction to clearly model and guide student understanding.
- Scaffolding to support students as they progress toward independence with complex content.
- Differentiated Instruction tailored to meet individual student needs and readiness levels.
- Systematic Instruction that builds knowledge and skills in a logical, coherent progression.

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

☒ 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

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programs, how the instructional and intervention programs are consistent with section 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 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.
5. Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the District Comprehensive Evidence-Based Reading Plan and for K-4 students with a substantial deficiency in mathematics.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

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District Leadership Team:

Led by the Superintendent, Chief of Schools, Chief Academic Officer and Regional Assistant Superintendent, the team also consists of representatives from the following departments and areas: Division of Teaching and Learning and Division of Schools. All members have been assigned roles and responsibilities specific to their area of expertise. The team meets regularly as a whole with TOP principals to discuss their needs. If a TOP principal expresses a specific need for the school, all district departments are at the table and immediate attention is given to resolve or meet the school's needs.

Instructional Programs and Alignment:

The district has given schools access to unit assessment data and FAST PM1 for baseline and progress monitoring data throughout the school year. School leadership will use unit assessments to monitor the academic growth of the students in reading, mathematics and science.

Allocation of Supports and Resources:

The Regional Assistant Superintendent and Senior Director of School Improvement will provide direct support to school leaders and staff. District academic coaches and curriculum specialists will provide on-site support to the instructional staff. After school academic enrichment for at-risk students will be provided through Title 1 and UniSIG funding.

District Policies and Practices:

The district will increase academic support for the students and faculty at Eagle Lake Elementary School. The school will increase progress monitoring and instructional support from the district. The district will assist schools in identifying at-risk students and utilizing Early Warning Systems to support student performance and achievement.

System of Monitoring Support:

The district will implement biweekly on-site monitoring of academic progress and implementation of initiatives. The district will conduct quarterly instructional reviews to observe and provide feedback on quality of classroom instruction and engagement. Unit assessments and quarterly data will be monitored and adjustments will be made based on the data.

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.

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☒ 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 it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

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

☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers 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.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

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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 2023 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 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 is not limited to data chats, participation and feedback regarding planning and 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.

A staffing specialist has been assigned to the Turnaround Office for TOP schools. The specialist will provide priority staffing at the school around recruiting, hiring and filling vacancies. A list of highly qualified teacher candidates will be readily available in all tested subjects. Teacher transfers during the school year at the school have been eliminated.

Prioritization of resources through federal programs and district resources will be utilized to dedicate a staff member from Federal Programs/Grants to work exclusively with the school principal and the TOP Implementation Team.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment

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and retention incentives and professional learning and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the tested content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

Eagle Lake Elementary School has priority hiring. Candidates that meet the criteria for Effective and Highly Effective receive a stipend. District staff work with the school principal to fill vacancies as they arise. An MOU is in place to support staffing and School Improvement requirements.

The district has reviewed the staff at the school and identified teachers who have a VAM rating of Needs Improvement and Unsatisfactory. The district has moved all teachers with unsatisfactory and needs improvement VAM ratings out of grades 3-5 and is actively recruiting teachers who have highly effective or effective VAM ratings.

Once a teacher vacancy has been identified, the principal, Turnaround Office and HR coordinate and provide support from the district office. District specialists from the Transformation Office are scheduled to fill vacancies in tested content areas to ensure students are instructed by certified personnel.

The district provides professional learning and additional pay to teachers that engage in lesson planning and professional learning to build their capacity and expertise to reduce turnover at turnaround schools.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

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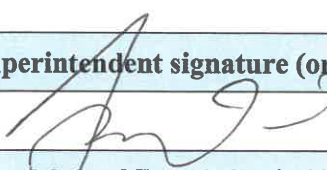
The Accountability Department emailed district leaders with a list of all effective and highly effective teachers. Human Resources vets potential candidates and reviews VAM scores prior to hiring and placement.

Fill out the table below to verify the VAM classification data.

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 completing and submitting the TOP-2
Tammy Farrens, Regional Assistant Superintendent Tracy Collins, Chief of Schools
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 October 1)
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved

