2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Orange County

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Meadowbrook Middle 1241

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2,** to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2,** to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Methodology and Data Collection

The Meadowbrook Middle School (MMS) leadership team developed a plan to survey students, parents, faculty and staff using stakeholder surveys provided by AdvancED. The team surveyed parents using paper surveys administered in the front office, and at school functions using a laptop setup for parent use. This targeted initiative resulted in a 21% response rate. MMS students were surveyed in grades 6-8 during their Social Studies courses (World History, Civics, and U.S. History) using the online survey tool resulting in a 50% response rate. Faculty and staff were surveyed using the AdvancEd survey link sent through e-mail resulting in a 75% response rate. The survey response scale was based on the following: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 - Strongly Agree.

Results

Effective Leadership

Staff member and parent respondents rated the school effective, 3.50 or higher, in areas regarding accountability, evaluations, and compliance with policies and procedures. The parents rated the school at a 3.93, and the staff rated the school at a 4.30. However, the average student rating for *Governance and Leadership* was 2.96. This indicates that many student respondents either answered neutrally or disagreed that the school's leadership was effective respective to operating responsibly, setting high expectations, sharing responsibility for student learning, and communicating goals. Overall, the average stakeholder respondent rating for *Governance and Leadership* was 3.73. To support the school administration in effective leadership, Meadowbrook will work in collaboration with a principal coach to include an external partner. The principal leadership coach is a former principal with a proven track record of success. The coach who will work in collaboration with the Urban Learning and Leadership Center (ULLC) and school based leadership teams to provide feedback, support, and guidance to the administration. The external partner will help build the capacity of school stakeholders to increase student achievement by training school leaders in research-based best practices of distributed leadership and providing on-site coaching to ensure the implementation of these practices in the school culture. The Leadership Team at Meadowbrook Middle School was replaced with the following leaders: Principal, Ms. Robin Brown began her career in school leadership as Assistant Principal at Park Springs Elementary School (Broward County) during the 1998-1999 school year. Working closely with the Principal and leadership team, teachers were provided with intense professional development and consistent classroom monitoring. Consequently, the school's letter grade increased from a C to an A in one year. While in Broward County, Ms. Brown also served as Assistant Principal at Sheridan Park Elementary School from 2002-2007. Sheridan Park, a Title I school with more than 700+ students increased its student performance by employing similar effective instructional strategies. Sheridan Park has consistently achieved a school grade of an A or B since 2002. In 2010, Ms. Brown was appointed Assistant Principal at Lake Weston Elementary in Orlando, Florida. Using data to guide instruction and make appropriate decisions for students, Ms. Brown worked with the Principal to lead the school to receive its first A grade in 2011. Ms. Brown was then transferred to Rolling Hills Elementary in 2012. Rolling Hills, a Title I school with approximately 600 students had received a school grade of F the previous school year. Working with the Principal and establishing a

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monitoring system for instruction, along with employing several effective instructional practices, the school moved from a letter grade of F to a letter grade of C. Rolling Hills Elementary school is a direct feeder pattern to Meadowbrook Middle School. In March 2013, Ms. Brown was appointed as Principal at Lake Gem Elementary. Based on the FLDOE grading system, Lake Gem earned points to qualify for the letter grade of F. As a result of planning effective rigorous instruction, monitoring teachers with the implementation of state standards and additional research based strategies; Lake Gem was able to increase its school grade points from 361 to 467 in 2014. Lake Gem Elementary School is a feeder pattern for Meadowbrook Middle School. Mrs. Brown was appointed principal of Meadowbrook Middle School in 2014-2015.

Dr. David Hardrick, Assistant Principal possesses a Doctor of Education in Educational Leadership, Executive Master of Business Administration, Master of Arts in Corporation Communications and Technology, and Bachelor of Arts in Elementary Education. Dr. Hardrick began his educational career in 1999 teaching Grade 3 at Hungerford Elementary School, a Title 1 school. As a first year teacher, Dr. Hardrick exceled at differentiated instruction and maintained a classroom with Grade 2 students and provided inclusion instruction for mainstreaming exceptional student education (ESE) students. In 2000, Dr. Hardrick transferred to Grand Avenue Primary Center (formerly Grand Avenue Elementary School) and served as a Grade 1 teacher. At Grand Avenue, Dr. Hardrick exceled at vertical alignment, data-driven instruction, collaborative teaching practices, and student discipline. Because of his highly-effective performance, in 2002, Dr. Hardrick was placed on the leadership team as the media resource teacher to support the development of student literacy skills. In December 2003, Dr. Hardrick joined the leadership team of Engelwood Elementary School as the curriculum resource teacher was instrumental in raising the school grade from a C (2003-2004) to a B (2004-2005). In December 2005, Dr. Hardrick transferred to Community Resources to serve as the senior specialist, partners in education. In this role, Dr. Hardrick was invaluable in starting district-wide, community involvement initiatives to support schools. Dr. Hardrick also served as an instructional support teacher for Reading at Catalina Elementary School. Because of his specialty in community involvement, Dr. Hardrick began the role of resource teacher, community services the following school year (2009-2010). Because of a need for a highly-detailed person to support the school's declining ESE department, Dr. Hardrick was appointed as the local education agency (LEA) representative (staffing specialist) for the 2011-2012 school year. Dr. Hardrick was instrumental in reorganizing and bringing the ESE department into full compliance with district, state, and federal rules and regulations. While serving as the LEA representative, Dr. Hardrick served as the curriculum compliance teacher (CCT) and multitiered systems of support (MTSS) coach and was instrumental in assisting to raise the school grade from a D (2012-2013) to a C (2013-2014).

Due to Dr. Hardrick's specialization in MTSS-RtI, he served as the MTSS coach at Lake Gem Elementary School for the 2014-2015 school, which was the first implementation of the Florida Standards Assessment (FSA). Dr. Hardrick was instrumental in overseeing weekly, monthly, and quarterly data analysis of student response to instruction and interventions for Tiers 1, 2, and 3 for a student body of 1,000+; coordinated Tier 2 and 3 Reading interventions for Grades 3-5. Lake Gem Elementary School improved their overall school grade which was equivalent to a school letter grade of an "F" to a "C" letter grade. During the 2015-2016 school year, Dr. Hardrick transferred to Meadowbrook Middle School to serve as the administrative dean, student support services. In this role, Dr. Hardrick served as the principal's designee to manage the implementation of the school-wide behavior management system for 1,000+ students, which included serving as the direct report for three

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deans, three clerks, and four uniformed security officers. Because of Dr. Hardrick's leadership, classroom management and school-wide behavior management processes were improved. Mr. Alex Jackson recently appointed possesses a Master's of Education degree in Educational Leadership from Stetson University and a Bachelor of Arts degree in Communications from Jacksonville University. Mr. Jackson began his teaching career in 2005 teaching middle school aged students at Community Education Partners in Orlando, Florida. At the beginning of the 2006 school year, Mr. Jackson transitioned to Orange County Public Schools accepting an opportunity to teach Integrated Science for 9th grade students at Oak Ridge High School, where he remained for 10 years working with students academically and on the basketball court for six seasons as the head basketball coach. During the first five years of teaching, Mr. Jackson showed an uncanny ability to differentiate instruction for students while having a classroom that was well organized and well managed. During those first five years, Mr. Jackson developed positive relationships with students that allowed him to be a mentor to students from a wide variety of socioeconomic backgrounds. Mr. Jackson, in addition to teaching Integrated Science, taught World History, AP American Government, Economics, US History, and AVID while at Oak Ridge High School. Mr. Jackson followed good teaching practices that helped his students do well on both state assessment and national assessments. During the 2012 spring semester, Mr. Jackson was moved out of the classroom into an administrative dean position because of his ability to improve student achievement, classroom management skills, and his positive relationships with students, teachers and staff. Mr. Jackson worked with the 9th grade discipline team to help reduce out of school suspensions, create alternatives to suspensions for students, worked with students who were truant, and produced effective behaviors in students that enhanced the learning environment at Oak Ridge High School. Mr. Jackson also met with parents to discuss solutions to situations that transpired in the classroom and ways in which all parties could work together to ensure a safe and positive learning environment. During the fall of 2012, Mr. Jackson added to his duties the titles of Level Four Administrator and Bullying Investigator at Oak Ridge. Mr. Jackson later became the academic dean for 10th grade at Oak Ridge High School where he took on the task of improving performance grades of 10th graders who were failing multiple classes. Mr. Jackson met with students, conducted academic meetings and created digital progress reports for students to self-monitor their academic gains. Mr. Jackson also worked with the Advanced Placement teachers in developing an AP Lang/AP US History cohort for students to use during the 2015-2016 school year. Mr. Jackson interviewed over 75 students and worked with the AP teachers to place 55 students into this program. For the 2015 – 2016 school year, Mr. Jackson answered the call and became the Instructional Coach for Social Studies. During the school year, Mr. Jackson worked with teachers, led PLC's and professional development opportunities for teachers. Mr. Jackson helped implement a change in the usage of benchmarks for US History, by working with teachers to create learning goals with scales for the skill benchmarks in US History. Through unit assessments, Mr. Jackson was able to look at the data and see what skills needed to be retaught or re-addressed and what skills the students were learning at an effective rate. During his tenure at Oakridge High School, the school improved its school letter grade from a "D" to a "B", ORHS was ranked on the USNews and World Report Challenge Index as one of the most challenging schools in the nation based on equity and access to rigorous curriculum opportunities (AP), ranked 1st in central Florida and 17th in the state and 121st nationally, and increased their graduation rate from 48% to 87%, with graduating their 10th grade class at an 87% graduation rate their senior year; the class

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==supported by Mr. Jackson. Oakridge High School closed the achievement gap in graduation rate with black, Hispanic, ESE and ELL students. Oakridge High School serves students where the majority of its population is minority and 100% free and reduced lunch.==

==Based on the school based leadership team's experience and success in schools with similar demographics, we believe that they have the belief, knowledge and skills needed to move the school forward==.

Ambitious Instruction and Learning

Staff member and parent respondents rated the school effective, 3.50 or higher, in areas regarding teaching and learning and monitoring of student acquisition of grade-level academic skills. The parents rated the school at a 3.84, and the staff rated the school at a 3.91. The average student rating for *Teaching and Assessing for Learning* was 3.20. The average stakeholder respondent rating for Teaching and Assessing for Learning was a 3.65. Approximately 33.47% of student respondents were neutral respective to the use of appropriate and challenging instructional strategies and assessments.

Refining and monitoring the MTSS process will help to identify students who are in need of academic and behavioral support. MTSS progress monitoring efforts will focus on how students are performing in Tier II settings. Data from the Tier II must be analyzed to ensure that students are receiving the supplemental instructional support that will produce academic improvement in the general education setting.

Safe and Supportive Environment

Staff member and parent respondents rated the school effective, 3.50 or higher, in areas regarding building and school grounds and resources to support teaching and learning. The parents rated the school at a 3.89, and the staff rated the school at a 4.10. The average student rating for *Resources and Support Systems* was 2.73. Respective to student responses, 60.66% of students indicated a rating of neutral or below. The average stakeholder respondent rating for *Resources and Support Systems* was a 3.57.

Discussion

Based on survey responses, there are clear areas of strength as well as opportunities for improvement. The most favorable response categories were those aligned to Purpose and Direction and Governance and Leadership, with average respondent ratings of 3.80 and 3.73, respectively. The teacher and parent respondents indicated that they perceive the school as effective in the five categories by rating each area above a 3.5. Student responses were rated the highest in the area of Teaching and Assessing, with a rating of 3.20.

Although the average respondent rating for each category was above 3.5, MMS has opportunities for improvement in the area of Resources and Support Systems, which had the lowest rating at 3.57. This category deals with having a safe and supportive environment. Specifically, this is

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regarding buildings, school grounds and resources to support teaching and learning. With regards to safety, most parent and staff respondents were comfortable with safety at MMS; however student respondents did not agree that the campus is a safe learning environment.

It is noted that student respondents did not rate the school at a 3.5 in any category, which indicates that MMS needs to improve its delivery of services to students and increase student engagement in academics and operations to improve student perception and raise student morale.

Standards	Parent	Staff	Students	Average Response for Category
Purpose and Direction	4.10	4.21	3.10	3.80
Governance and Leadership	3.93	4.30	2.96	3.73
Teaching and Assessing for Learning	3.84	3.91	3.20	3.65
Resources and Support Systems	3.89	4.10	2.73	3.57
Using Results for Continuous Improvement	3.73	4.15	2.94	3.61
Average Response by Stakeholder Group	3.90	4.13	2.99	N.A.

Findings and Analysis of Student Performance and Extenuating Factors

Based on the Florida Standards Assessment data from the 2015-2016 school year there is a need to focus on building teacher capacity to enhance their ability to provide effective, standards-based instruction. Below is a comparison of student performance on FSA:

	ELA			Math		
	2016	2015	CHG	2016	2015	CHG
Grade 6	28%	18%	+10%	19%	13%	+6%
Grade 7	19%	27%	**-8%**	24%	29%	**-5%**
Grade 8	27%	28%	**-1%**	16%	14%	+2%

	2016	2015	CHG
Civics	37%	34%	+3%
Science	24%	27%	**-3%**

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Algebra 1	64%	66%	**-2%**
Algebra 2	NS	35%	**N.A.**
Geometry	35%	NS	**N.A.**

During the 2015-2016 school year, Meadowbrook Middle School (MMS) was evaluated by the Florida Department of Education, Bureau of School Improvement, Differentiated Accountability Office to review MMS' progress on its Turnaround Option Plan (TOP). The evaluation consisted of two visits by the senior administrator with the Florida Department of Education. During the visits, the senior administrator reviewed instructional practices and school operations. From Visit 1, MMS received an 86% rating for evidence in Delivery of Standards-Based Instruction. The rating was based on classroom walkthroughs from a representative sample of classrooms in Grades 6-8 in ELA, Science, Civics, and Mathematics. From Visit 2, MMS received feedback from the senior administrator indicating that "the hard work and dedication of the team is evident in the classrooms that we walked, as all of them were aligned to the standards." MMS will continue to work with teachers to maximize instructional time and ensure instruction is always standards-based as well as use data, feedback, and lessons-learned from 2015-2016 to inform data-driven decision-making for 2016-2017 as MMS works through its School Improvement Plan and Turnaround Option Plan.

Behavior and Attendance

Student behavior and attendance have an impact on student learning. Exclusionary, precipitating, and mitigating factors that affect student learning are areas of concern at Meadowbrook. The total offenses resulting in in-school suspension decreased by 13%, however the total offenses resulting in out-of-school suspension increased by 5%. The number of Level 3 offenses during the first nine-weeks was decreased by 35% compared to the 2014-2015 school year. During the second nine-weeks, Level 3 offenses increased by 28%. Overall, Level 3 offenses have increased by 22%.

Total Suspensions by Type

	2014	2015
In-School Suspension	1160	1011
Out-of-School Suspension	1006	1058

The total number of 10-day suspensions decreased by 23%. The total number of students receiving a 10-day suspension decreased by 22%.

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10-Day Suspensions

	2014	2015
10-Day	44	34
Students	40	31

Respective to attendance, from 2014-2015 to 2015-2016 school years, Meadowbrook's average daily attendance rate dropped from 92.50% to 91.76%. This is a decrease of 0.74%. Truancy continues to be an area of concern for Meadowbrook with more than 524 students having 10+ absences, which is 49% of the student population. To address this issue, Meadowbrook is implementing truancy and tardiness improvement strategies in collaboration with the discipline team (facilitate parent conferences), United Way (track truancy data/conduct home visits), the school social worker (facilitate Attendance Child Study Team), and City Year (based on daily targeted attendance list, parent phone calls will be made to identified students, and meet with students regarding absences/tardies).
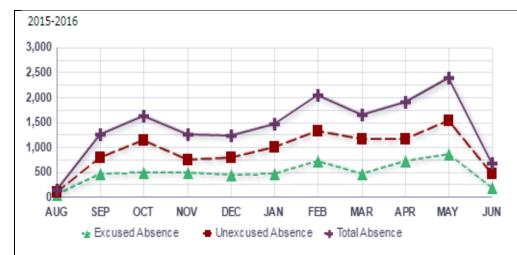
2014-2014 vs. 2015-2016 Attendance Comparison

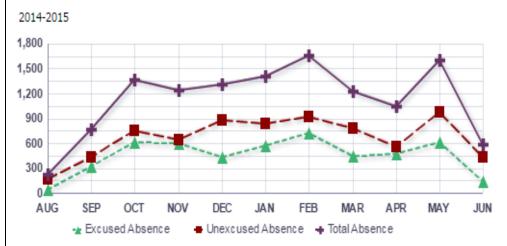**2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2**

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2015-2016

2015-2016

Month	Excused Absence	#Stds Excused	Unexcused Absence	#Stds Unexcused	Total Absence	#Stds Absence	# Stds Enrolled in Month	AvgDaily Attendance
AUG	51	32	95	87	146	118	1,024	97.58%
SEP	472	142	795	374	1,267	472	1,075	94.24%
OCT	502	156	1,139	469	1,641	538	1,077	92.22%
NOV	499	138	749	395	1,248	474	1,070	92.57%
DEC	443	129	794	406	1,237	475	1,056	91.47%
JAN	473	130	997	443	1,470	516	1,076	92.18%
FEB	718	204	1,323	523	2,041	616	1,089	90.35%
MAR	466	133	1,176	480	1,642	550	1,088	90.95%
APR	726	195	1,173	468	1,899	581	1,087	91.53%
MAY	862	189	1,528	574	2,390	650	1,080	89.38%
JUN	192	60	476	302	668	351	1,075	92.22%
YTD	5,404	630	10,245	1,073	15,649	1,126	1,257	91.85%

2014-2015

2014-2015

Month	Excused Absence	#Stds Excused	Unexcused Absence	#Stds Unexcused	Total Absence	#Stds Absence	# Stds Enrolled in Month	AvgDaily Attendance
AUG	51	32	176	122	227	146	919	97.48%
SEP	327	119	436	228	763	302	955	96.10%
OCT	621	187	753	385	1,374	475	959	92.97%
NOV	595	166	650	345	1,245	444	931	90.93%
DEC	439	153	874	396	1,313	482	942	90.51%
JAN	570	165	844	423	1,414	502	955	91.46%
FEB	730	224	925	429	1,655	534	935	90.52%
MAR	442	135	787	417	1,229	489	934	91.59%
APR	483	132	559	297	1,042	381	925	94.79%
MAY	618	175	980	444	1,598	522	953	91.46%
JUN	149	63	432	283	581	344	946	79.51%
YTD	5,025	622	7,416	960	12,441	1,024	1,126	92.50%

2014-2014 vs. 2015-2016 Truancy Comparison

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Absences
Number of Students

Bar chart titled "Absences — Number of Students" comparing 2015-2016 (blue) and 2014-2015 (red) values:
- 1-9 Days: 602 (2015-2016), 560 (2014-2015)
- 10+ Days: 524 (2015-2016), 464 (2014-2015)
- 10-20 Days: 269 (2015-2016), 277 (2014-2015)
- 21+ Days: 255 (2015-2016), 187 (2014-2015)

Teacher Recruitment and Retention

There is a high number of new and novice teachers serving students at the school. More than half the staff had less than 2 years of teaching experience. Meadowbrook had 48 teachers who were new to the school for the 2015-2016 school year. There is a need to continue to find ways to retain and attract highly qualified teachers.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

☐ *Option 1: District-Managed Turnaround*

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

☐ *Option 2: Closure*

The district will reassign students to another school or schools and monitor progress of each reassigned student.

☐ *Option 3: Charter*

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐ *Option 4: External Operator*

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

☒ *Option 5: Hybrid*

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The School Transformation Office (STO) was established in 2013-2014, utilizing a multi-tiered system of supports to assist struggling schools and their students in achieving and/or exceeding expectations. During the first year of implementation, the twenty targeted schools collectively improved 838 percentage points, as opposed to a decline of 929 percentage points the previous year. Seventy percent of the targeted schools improved 10 or more percentage points. Seven schools improved the equivalence of two letter grades and one school improved four letter grades. Seventy-five percent of the schools improved their total number of points.

The rationale for continuing the district turnaround model, using the hybrid option is based on the overall successes experienced within the School Transformation Office. Specifically to Meadowbrook, positive reports were received from the Florida Department of Education in regards to improvement demonstrated; noting that 86% of the classrooms visited demonstrated standards-based instruction. Additionally, Meadowbrook improved their 6th grade ELA scores by 10 percentage points, 6th grade math by 6 percentage points, and Civics by 3 percentage points. However, these improvements are not congruent with the level of acceleration needed to ensure a high performing school within a reasonable time frame. Because 2014-2015 FSA student scores were not received until after the start of the 2015-2016 school year, Meadowbrook Middle School (MMS) missed an opportunity to earn acceleration points. Because 2014-2015 scores were not available, students were placed using 2013-2014 FCAT scores, which is cold data. Based on a Survey 2-Survey 3 match, 24 Grade 8 students were not placed in the acceleration courses and will count against MMS by being placed in the acceleration denominator for school grade calculations. Historically, MMS acceleration students have steadily increased in performance:

- 2012: 61%

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- 2013: 78%
- 2014: 83%

Currently, MMS is at 47% for acceleration performance, which is not commensurate with past performance. Had these students been placed in the acceleration courses and MMS maintained reasonable performance based on historical performance, MMS would have had greatly increased in potential to earn a C for a school grade. Twenty four students were not included in the school grade acceleration participation; this is a missed opportunity.

In summary, we are not abandoning the district turnaround model; thus, with the refinement of the strategies currently in place and the addition of an external partner, who will work collaboratively with Meadowbrook and the School Transformation Office, accelerated improvements are expected. The external partner has demonstrated its ability to assist and support schools in achieving and sustaining academic excellence, particularly in schools that serve high-poverty populations similar to the population at Meadowbrook. We are choosing this option because it provides for the integration of multiple strategies to support school improvement.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: *Assurance 1 – Addressed in DIAP Section I.C.2*

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DMT Item 2: *Assurance 2 – Addressed in DIAP Section I.A.2.c*

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DMT Item 3: *Assurance 3 – Addressed in DIAP Section I.C.1*

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

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DMT Item 4: *Assurance 4 – Addressed in DIAP Section I.A.2.d*

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DMT Item 5: *Assurance 5 – Addressed in DIAP Section I.C.3.b*

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

DMT Item 6: *Assurance 6 – Addressed in DIAP Section I.C.3.b*

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

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Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

☐ *Area of Focus 1*

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

☐ *Area of Focus 2*

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☐ *Area of Focus 3*

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

☐ *Area of Focus 4*

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

☐ *Area of Focus 5*

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

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Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

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Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Introduction

The focus of the School Transformation Office (STO) is to help schools function as high-performing and dedicated teams, while providing training on rigor, data analysis, and standards-based instruction to improve student achievement. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement and community partners. The work of the School Transformation Office is based on the research conducted by *The Center for Comprehensive School Reform and Management*, which outlines six quality indicators of high performing schools. They are as follows: Effective Leadership, Aligned and Rigorous Curriculum, Effective Instruction, Formative and Informative Assessments, Positive School Climate, Family and Community Engagement.

Urban Learning and Leadership Center (ULLC) has been selected to partner with the School Transformation Office and Meadowbrook. ULLC has demonstrated its ability to help schools achieve and sustain academic excellence for all students, particularly in schools that serve high

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poverty populations like Meadowbrook. The framework developed and perfected by ULLC to assist schools in the turnaround process is called S.A.M.E. (Social-Academic-Moral-Education). S.A.M.E. is a turnaround model that has been efficacious in efforts to create school cultures in which high performance can be achieved. Two subject-area experts and one leadership coach will be deployed by ULLC to assist Meadowbrook and the School Transformation Office in their efforts to improve academic achievement. The ULLC president (Dr. John Hodge) and CEO (Dr. Harvey Perkins) will provide initial training on the S.A.M.E. Framework and collaborate monthly with OCPS school and district staff.

The first phase of the ULLC intervention consists of data gathering using a variety of qualitative and quantitative tools:

a. Structured interviews -- Coaches will gather information on current school practices and triangulate those data through a cross-section of staff responses. Interviews are usually conducted with the principal, the assistant principal, the leadership team, and a random selection of classroom teachers.

b. S.A.M.E survey -- All Meadowbrook staff members will complete an on-line, anonymous survey which yields data on staff perceptions regarding the social, academic, moral, and distributed leadership dimensions of the school culture.

c. Walk-throughs -- ULLC coaches, STO staff, and district coaches will conduct preliminary "walk-throughs" to gather observational information regarding current norms and behaviors of teachers, staff, and students. The goal of this walk-through is to collect baseline data regarding the social and moral elements of the school culture as well as initial reads on the academic (curriculum and instruction) culture.

d. Data analysis – Collection and analysis of existing data which the school uses to measure success in the social, academic, and moral dimensions of school culture.

ULLC Diagnostic Tools include the following:

- S.A.M.E Survey - cultural perception survey of internal adult stakeholders to measure the school's espoused status on the Social, Academic, Moral and Distributed Leadership domains
- S.A.M.E Rubric - growth measure for the Social, Academic. Moral, and Distributed Leadership domains
- SIP Survey ("Taking Your SIP Pulse") - survey of current practices on the development, implementation and monitoring of the school improvement plan
- ULLC Distributed Leadership Framework - growth measure of the leadership team status regarding best practices of distributed leadership
- Instructional Design and Delivery Rubric - growth measure regarding critical elements of effective design and delivery of classroom instruction
- ULLC Structured Interview - targeted interview to triangulate staff responses regarding the espoused status of the school culture with the S.A.M.E survey, the school walk-throughs, and artifacts presented by school leadership.

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Ambitious Instruction and Learning

A guaranteed and viable curriculum ranks at the top of school level factors impacting student achievement (Marzano, 2003). All stakeholders will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. Some elements of this "guaranteed" curriculum include:

- Identifying and communicating the content considered essential for all students as opposed to the supplemental information
- Ensuring that the essential content can be addressed in the amount of time available for instruction
- Sequencing and organizing the essential content in such a way that students have ample opportunity to learn it
- Ensuring that teachers address the essential content using highly effective and engaging instructional strategies
- Protecting instructional time

In order to provide a jump start to student learning, targeted students will be selected to attend a three-week Jumpstart camp where they will receive intense core instruction. The Jumpstart camp will specifically focus on reading, writing, and mathematics. On the 2015-2016 FSA, proficiency for 6th grade students was 20% in reading and 16% in mathematics. The camp will aim to support the learning needs of bubble students and provide students with academic support as they transition into Middle School. The school, in conjunction with the Minority Achievement Office, will also select incoming 8th grade students to participate in an intense science camp. In addition, targeted incoming 7th graders will be selected to participate in a math camp to prepare them for the demands of Algebra 1.

Students will receive more intense support by extending the learning day four times per week to include an eighth-period class. This will allow for more targeted and data-driven instruction to occur within each core class. In addition, targeted students will receive weekly feedback and data review regarding skill mastery and academic performance.

In order to decrease internal barriers and strategically target academic deficiencies, all stakeholders will be trained in the effective implementation of the MTSS framework. This will help increase the fidelity of the implementation of the MTSS framework and provide all students the individualized support needed to increase student achievement. Research-based diagnostic assessments will be administered with frequency, intensity, and duration to achieve desired achievement outcomes. Students will receive supplemental interventions to correspond with diagnostic data.

Training for school staff will focus on quality planning and delivery of standards-aligned lessons in a culture which values and supports all students, giving students the tools they need to succeed in rigorous coursework.

The academic component of the S.A.M.E. framework focuses on the written, taught and tested curriculum. ULLC's heavy focus on the academic environment ensures that teachers deliver aligned, engaged, and data-driven lessons on a daily basis. Additionally, teachers will be

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given ongoing pedagogical feedback to help them to develop the skills required to meet the needs of all students. The academic dimension of S.A.M.E. also equips students with the tools they need to be successful in the learning environment.

To summarize, the academic environment involves:

(Roles/End-Results)

For students:
- Mastering age-appropriate skills and knowledge
- Developing organizational and higher-order thinking skills
- Living up to individual responsibilities for learning: doing assignments and homework, coming to school, paying attention, participating in class, and applying oneself

For teachers:

- The close alignment of curriculum with rigorous standards and assessments
- Delivering the established curriculum in the classroom, and following pacing and planning guides to make sure that is accomplished
- Differentiating instruction: using a variety of instructional approaches and tailoring them to the specific needs of individual students
- The regular use of assessment to determine how well students are mastering the content
- Providing targeted re-teaching, based on gaps identified by assessments

As an external partner, ULLC will work with STO and school stakeholders to:

- assess existing instructional programs within the school that are designed to meet academic standards for students
- analyze data to determine if existing instructional programs and approaches should be augmented for maximum results
- provide onsite training and support to OCPS staff on instructional strategies that are designed to yield maximum results in student achievement
- model best instructional practices for teachers
- provide ongoing technical assistance to school staff to improve the delivery of instruction

Safe and Supportive Environment

The link between school culture and academic achievement cannot be overstated. National trend data suggests that schools serving high populations of impoverished students must work *creatively* to establish school cultures that are conducive to high academic achievement. This means that schools must address the *non-academic variables* that impact student achievement by educating the whole child. The federal government has recently recognized this need. The Every Student Succeeds Act (ESSA) which received bi-partisan support suggests that success is much broader than academic achievement. A portion of the Every Student Succeeds Act (ESSA) requires states to incorporate non-

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academic factors into their accountability systems. These factors may include measures of character, integrity, and other factors that point to preparation for life. In addition to helping students achieve at high levels, the S.A.M.E. Framework will prepare Meadowbrook's students for the challenges they will face as they transition into high school and adult life

The S.A.M.E. approach is structured to help high poverty schools reach improvement goals by focusing efforts in each of three environments **within the school**: *social (how members of the school community behave), academic (how members of the school community engage in teaching and learning), and moral (what members of the school community believe about teaching and learning).*

The model works because it mobilizes the non-academic aspects of education as resources in support of learning and healthy development, which is exactly the focus of the new provisions of the ESSA. The S.A.M.E. Framework also specifies the roles of teachers and students clearly so that success is assured. Instead of allowing values and behaviors from students' backgrounds to undermine its effectiveness, it challenges and enables schools to enlist the power of culture, values and behaviors *in support* of education.

The social component of the S.A.M.E. framework is the component that determines what it feels like to be in a school and how people treat one another. As the school shapes and enforces the desired social code and the moral code that underlies it, there will be a noticeable and positive change in the school's learning environment. The school's atmosphere will become safer, orderly, supportive, and clearly devoted to high academic achievement for all students. The school's traditional emphasis on discipline will be accompanied by a high degree of nurturing. This helps to prevent the loss of children who might otherwise be at risk of succumbing to gangs and other negative forces.

To summarize, the social environment involves:

(Roles/End-Results)

For students:
- Behaving in a way that contributes to a safe, orderly environment
- Acting respectfully and responsibly
- Knowing they will be treated respectfully by others and not be bullied or humiliated
- Solving conflicts in a peaceful way; cooperating, sharing and working together

*For teachers***:**
- Collaborating, helping colleagues who need guidance or support, sharing resources, working enthusiastically on school-wide projects
- Taking responsibility for the success of the entire school and not just their own students.
- Treating co-workers, students, their family members and visitors with respect and kindness
- Nurturing an environment and culture in the school that promotes responsibility

As an external partner, ULLC will work with STO and school stakeholders to:
- assess existing programs within the school that are designed to address student behaviors

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- analyze data to determine if existing programs designed to address student behaviors should be supplemented or adjusted to achieve best results
- provide onsite training and support to OCPS staff on the skills, traits and characteristic required *from teachers* on a daily basis to create a *school-wide* culture of excellence
- work with school leadership to develop, implement, and monitor a school action plan that will address student and staff behaviors
- work with the school to infuse school-wide strategies that will assist students in their ability to extract the most critical information from a lesson
- work with school leadership to develop, implement, and monitor a school-wide action plan that will improve the existing instructional program

The school district will provide a behavior specialist to support the social and emotional needs of Meadowbrook Middle School students on a daily basis.   In addition, the school social worker caseload has been reduced from five schools to two in order to provide more frequent and intensive support with attendance and family involvement needs.

Effective Leadership

The School Transformation Office, in collaboration with ULLC and Meadowbrook Middle School, is seeking best practices in school improvement to increase student achievement for all students. Successful schools have determined that highly engaging instruction with a standards-aligned curriculum focus, driven by meticulous data analysis, are the keys to success in this high stakes testing environment. ULLC coaches, in conjunction with STO personnel, and the principal coach will assist the school leadership team to re-focus its efforts on developing school plans which are heavy on analysis and input from all stakeholders on the front end, and targeted and tenaciously monitored for consistent delivery on the back end. ULLC will provide one leadership coach and two subject area experts to work alongside STO personnel to provide the support needed to achieve success.

The action plan is a six step model that includes data capture and reporting, data analysis, goal/objective setting, action step development, monitoring and adjusting, and communicating the plan, which coincides with the Florida Department of Education's school improvement process.

Each step in the process is designed to eliminate activity that is not mission critical while maximizing the involvement and buy-in of strategic stakeholders. STO personnel and ULLC coaches will work with the school leadership team to develop accountability structures which engage all faculty and staff in casting the mission and vision of the school and then developing metrics which measure our growth towards accomplishing that mission and vision. The leadership team will determine its current status on the ULLC Leadership Development Rubric and grow towards maximum effectiveness in school leadership. As the team grows in its capacity to lead the faculty to identify and address school growth concerns as demonstrated by its data review, STO personnel and ULLC coaches will lead the staff to create a concise but targeted

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action plan for school change. Coaches will then lead the team to develop structures to monitor the implementation and effectiveness of the plan to ensure fidelity of implementation. The goal is to achieve a trajectory of continuous improvement and growth in student achievement.

The moral education dimension of the S.A.M.E. Framework addresses belief-systems. In order for Meadowbrook to reach its full potential as a school, the stakeholders involved with the process must believe that success is possible. The moral environment within a school is the topic that everyone knows needs to be addressed, but they usually are afraid to even acknowledge this fact out loud. When a school adopts the S.A.M.E. model, it not only acknowledges the importance of the moral environment, but systematically manages it to make sure that the moral code in the school works *with* the school's efforts, not against them. There is a moral code of some type in every school, whether it is consciously managed by the school or it defaults to negative influences. The S.A.M.E. Framework will help school leaders to seize control of the moral code at Meadowbrook to create an environment in which educational leaders, teachers, students, parents and community members believe that academic excellence is more than an idea, but a future reality for all students.

To summarize, the moral environment means:

(Roles/End-Results)

***For students*:**
- Expecting to accomplish meaningful things as an adult, as a result of education
- Having respect for oneself and others
- Acting in ways that exemplify the core values, like responsibility and honesty

***For teachers*:**
- Expecting much of themselves, of fellow teachers and staff and of *all* students — regardless of age, race, gender, or socio-economic status
- Helping to articulate a compelling vision for the school that exemplifies its values, and working at every turn to contribute to the accomplishment of those values
- Utilizing opportunities, large and small, planned and spontaneous, to reinforce core values in every corner of the school and surrounding community
- Nurturing the resiliency that students will need to succeed and overcome difficult patches in their schooling and their lives
- Adapting instructional and classroom management methods to meet with needs of children of poverty, without ever diminishing expectations of them

As an external partner, ULLC will work with STO and school stakeholders to:
- assist school staff with the development of a school mission and vision that will clearly articulate the desired direction of the school
- analyze data to determine if the existing corporate beliefs of the school community are consistent with high achievement for all children
- host school staff on a visit to a high achieving/high poverty school in which the S.A.M.E. Framework has been implemented

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- model the behaviors required of school leaders and teachers that are consistent with the belief that high-poverty schools can be highly successful
- will provide on-site training to school staff in ways to maximize achievement levels and improve belief-systems in high-poverty schools
- work with school leadership to develop, implement, and monitor a school action plan that will address the belief systems of school stakeholders

Teachers will receive a financial incentive of $2,600 for working at this school coupled with an additional $4,800 for the additional time required to teach an eighth-period class. Moreover, $2,400 per teacher will be allotted to provide professional development during additional planning time and collaboration beyond the normal work day. These incentives are in place to recruit and retain highly effective teachers to our most critical schools.

Efficacy of the S.A.M.E. Framework: Impact on Student Achievement

Extensive evidence supporting the effectiveness of the S.A.M.E Framework comes from An Achievable Dream (K-8) Academy in Newport News, Virginia. This school served as a "lab school" in which the S.A.M.E approach has been initiated, refined, demonstrated, and documented. Adding to the credibility of this evidence is the important role that evaluation has played in this program. Independent research conducted by the School of Education at the College of William and Mary — both longitudinal studies and a series of special projects addressing specific research questions — provided the hard data to assess and refine the model. Today, the school has expanded to two campuses serving students K-12.

The most compelling evidence supporting the efficacy of the S.A.M.E Framework at An Achievable Dream Academy is the fact that *poor and minority students perform at levels that are typical of white and non-disadvantaged students*. Essentially, by using this holistic framework (S.A.M.E), the staff at An Achievable Dream closed the achievement gap. Students of An Achievable Dream are drawn from the population subgroups that, in schools across the nation, trail on measures of academic success: disadvantaged (today at least 96% are eligible for the federal lunch program) and minority (97% are African-American). Yet they perform at levels that *exceed those of black and disadvantaged students citywide and approach or, in some cases, even exceed those of white and non-disadvantaged students*.

Key evidence is found on eighth-grade Virginia state Standards of Learning tests. This grade is one of the critical checkpoints along the path to high school and college. Performance at this point indicates whether students are ready for high-school work — particularly at the college-preparatory level. Students who are floundering in the eighth grade have little chance of success in high school and even less chance of going to college. For those reasons, eighth grade performance is one of the key indicators by which a K-12 model should be judged. It's a telltale sign of achievement and a predictor of future performance in that it comes late enough in the academic sequence to have allowed a model sufficient time to address the needs and disadvantages with which students start school. At the eighth grade level, the performance of An Achievable Dream is impressive.

The table below shows pass rates on Standards of Learning tests for Dreamers compared to black, disadvantaged and white students citywide. The data are typical of a long-established pattern, confirmed in test scores and retention and graduation rates.

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Table 1.   **Percent Passing 8th-Grade Virginia Standards of Learning Tests**

An Achievable Dream and

Citywide Black, Disadvantaged and White Students, 2009

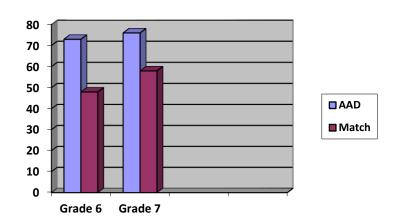| Subject	An Achievable Dream	Black students city-wide	Disadvantaged students city-wide	White students city-wide
Reading	85%	79%	78%	90%
Writing	96%	84%	82%	92%
Math	81%	73%	72%	81%
Science	80%	83%	82%	95%

In reading, writing, and math, Dreamers — impoverished and black — perform at levels that exceed those of African-American students citywide by wide margins and, in writing and math, match or exceed those for white students.

Confirmation of the program's effectiveness is also found in evidence that the advantage of participation grows the longer students are involved. By eighth grade, differences are dramatic. *The longer students are exposed to education based on the S.A.M.E Framework, the more its effects are apparent.*

The William and Mary Matched Pair Study

Other compelling evidence of the effectiveness of the S.A.M.E. Framework comes from a longitudinal matched-pair study conducted by the College of William and Mary. The students in this research project match the socio-economic status of students who currently attend Meadowbrook Middle of OCPS. Each Dreamer in the original cohort was matched with a student who was similar on key variables — race, gender, home school (a proxy for neighborhood), economic background, and achievement level. Comparing outcomes for this control group and Dreamers for the period 1997 to 2003 yielded evidence of the effect of sustained exposure to the earliest iterations of the S.A.M.E model.

Table 2. **Percentage of Achievable Dream and Matched Pair Students Reading on Grade Level as Measured by the Degrees of Reading Power Test**

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On state Standards of Learning tests, this effect in stimulating academic success is again evident, particularly in core academic subjects. Dreamers outperformed their matched students on reading (81% passing versus 38%), writing (94% versus 57%), and math (84% versus 67%).

Table 3. **Percentage of Students Passing 8th Grade Standards of Learning Tests Achievable Dream and Matched Group Students, 2002-03**

Test	Achievable Dream	Matched Group
Reading	81	38
Writing	94	57
Math	84	67
History	94	83
Science	87	74

The S.A.M.E model is designed to address not just the academic, but also the social and moral components of education. For this reason, it's essential to look at indicators of student behavior. The matched-pair study indicates that compared to the matched group, An Achievable Dream students had fewer absences and referrals for disciplinary infractions.

Table 3. **Attendance and Disciplinary Infractions**

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Achievable Dream and Matched Group Students, 1997-98 through 2002-03

Test	Achievable Dream	Matched Group
Mean absences per year, grades 3-5	4.3	9.3
Mean absences per year, grades 6-8	8.2	12.1
Mean disciplinary referrals per year, grades 3-5	0.9	4.0
Mean disciplinary referrals per year, grades 6-8	1.2	1.7

Given the challenge of sustainability evident in school improvement efforts across the United States, it is important to note that An Achievable Dream has been able to sustain a high level of achievement for impoverished and minority students over a significant amount of time.

An Achievable Dream K-5 Academy

Subject	Test Year 2015	Test Year 2016	Difference from 2015	Met Benchmark
English	71%	76%	5%	Y
Math	79%	76%	-3%	Y
Science	81%	83%	2%	Y
History	93%	90%	-3%	Y

An Achievable Dream Middle High School

Subject	Test Year 2015	Test Year 2016	Difference from 2015	Met Benchmark
English	73%	76%	3%	Y

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Math	**82%**	**77%**	**-5%**	**Y**
Science	**74%**	**75%**	**1%**	**Y**
History	**86%**	**86%**	**0%**	**Y**

Additional Evidence

Comments from Waukegan, Illinois

Implementation of the S.A.M.E. Framework achieved remarkable gains in Waukegan Public Schools District 60 in Waukegan, Illinois. Teaching and learning practices have improved classroom-by-classroom, and building-to-building. Assessments are better aligned to standards, and student performance indicators present a clearer picture of what our students know and are able to do. District-developed pacing guides are in use in all classrooms, teachers and administrators are delving deep into student assessment data to identify student objective mastery, children whose scores are "on the bubble" and strategizing horizontally and vertically within their buildings to meet the needs of our student population. A review of annual test data indicates that of the 13 schools that have been served by ULLC, each has shown dramatic increases in student performance in all sub-groups of NCLB. Additionally, 5 met targets to achieve AYP, and 2 schools that would have been required to submit a reorganization plan to the State this year, did not have to do so because of achieving adequate yearly progress.

Donaldo R. Batiste, Ph.D.

Superintendent

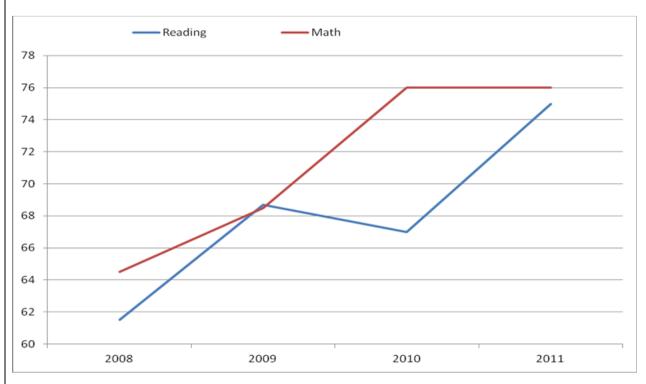Waukegan Public Schools District 60

Waukegan, Illinois

Table 17: Average Growth at Four ULLC Middle Schools in Waukegan, Illinois

Urban Learning and Leadership Center has an impressive record of success in helping high poverty schools. Additional data are available upon request.

*Strengths of ULLC as partners with OCPS:

ULLC will provide support to the schools and district-based teams that are specifically targeting the "whole" child. One of their strengths which will help support the school transformation office district-based team is the side-by-side coaching of classroom teachers and development they provide to the schools on meeting the social and emotional development needs of the students at the targeted schools (see in TOP). In addition, ULLC will work closely with the school administrative teams and district-based teams providing coaching, feedback and support on rigorous instruction to meet the Florida Standards to meet the individual needs of the students from an objective lens on a monthly to bi-monthly basis. The School Transformation Office (STO) will provide follow-up, training, coaching, instructional and behavioral support to ensure recommendations made by ULLC and in collaboration with STO are adhered to on a regular and daily basis. With a decrease of

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schools in School Transformation Office, (due to schools' improvement) STO and ULLC will provide a very intense support to the schools in order to continue to build teacher capacity.