

**STATE BOARD OF EDUCATION**  
**Action Item**  
August 31, 2016

**SUBJECT:** Review of Revised Turnaround Option Plan for School District of Polk County

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**PROPOSED BOARD ACTION**

Consideration of Turnaround Option Plan for Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1008.33, Florida Statutes

**EXECUTIVE SUMMARY**

Polk County has five schools that require a revised turnaround plan:

- Denison Middle School
- Kathleen Middle School
- Lake Alfred-Addair Middle School
- Shelley S. Boone Middle School
- Westwood Middle School

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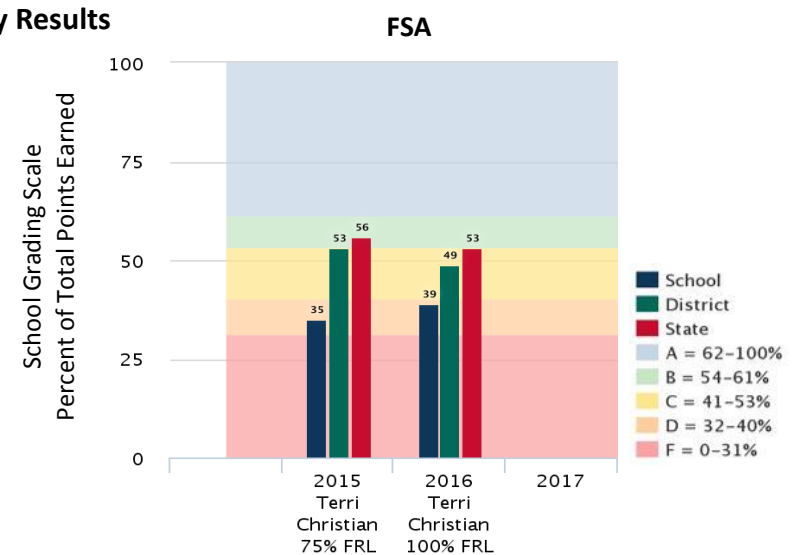
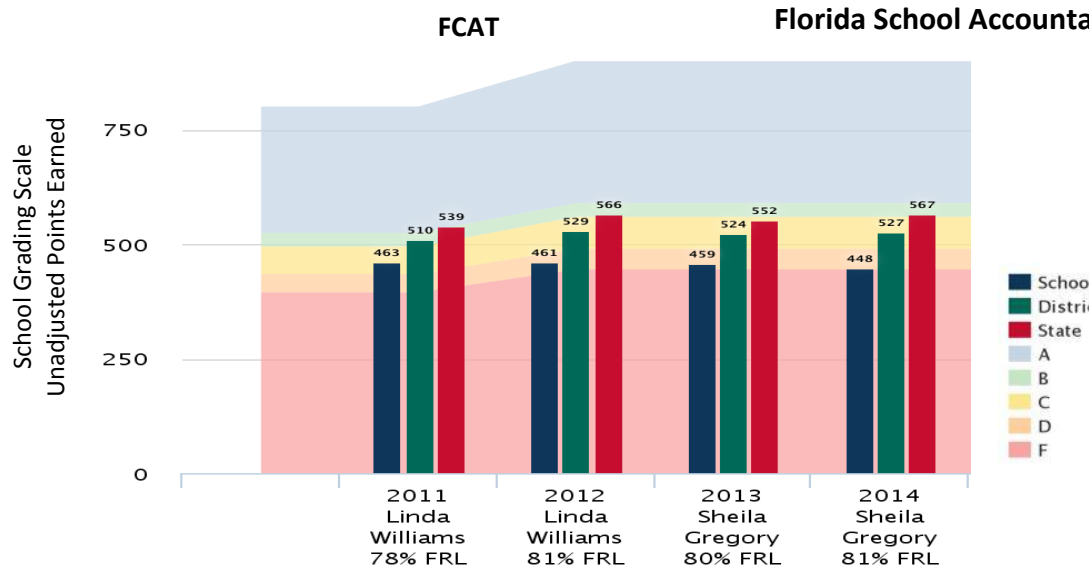
**Supporting Documentation Included:** School Data Profiles; Revised 2016-17 Turnaround Option Plan; and Polk County School District and Polk Education Association Memorandum of Understanding

**Invited Presenters:** Jacqueline Byrd, Superintendent, Polk County Public Schools; Hershel Lyons, Chancellor, K-12 Public Schools; and Gayle Sitter, Regional Executive Director, Bureau of School Improvement

## DENISON MIDDLE SCHOOL

### 2015-16 Turnaround Status: Implementing Year 2

	2011	2012	2013	2014	2015 Baseline	2016
<b>School Grade</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
Percent Points Earned	58%	51%	51%	50%	35%	39%



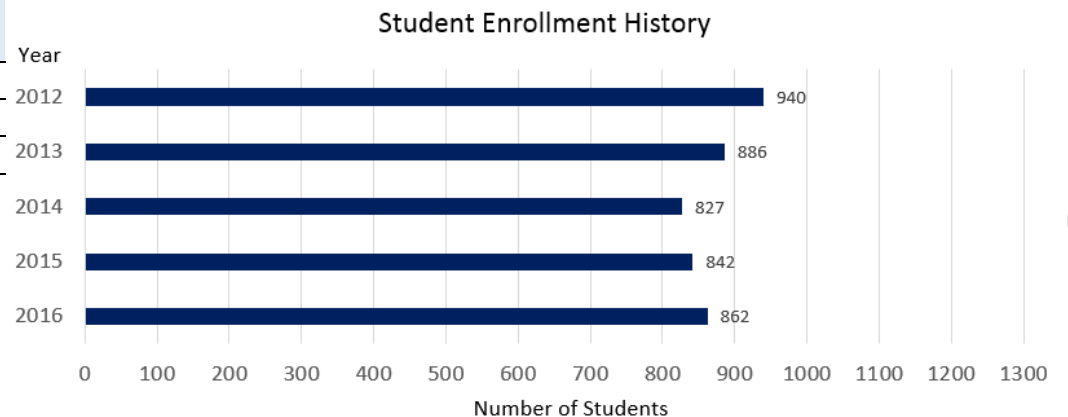
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (23)	0%	57%	22%	22%
District (1557)	14%	50%	17%	19%
State (51,022)	18%	54%	14%	15%

#### 2015-16 School Information

Grades Served: 6-8  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 64.2%  
 Percent of English Language Learners: 2.9%  
 Percent of Students with Disabilities: 10.7%

\* n < 10

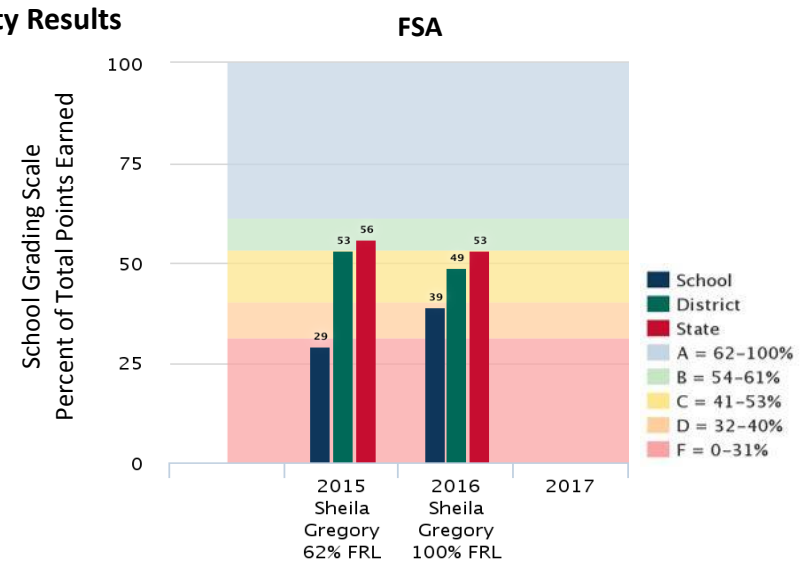
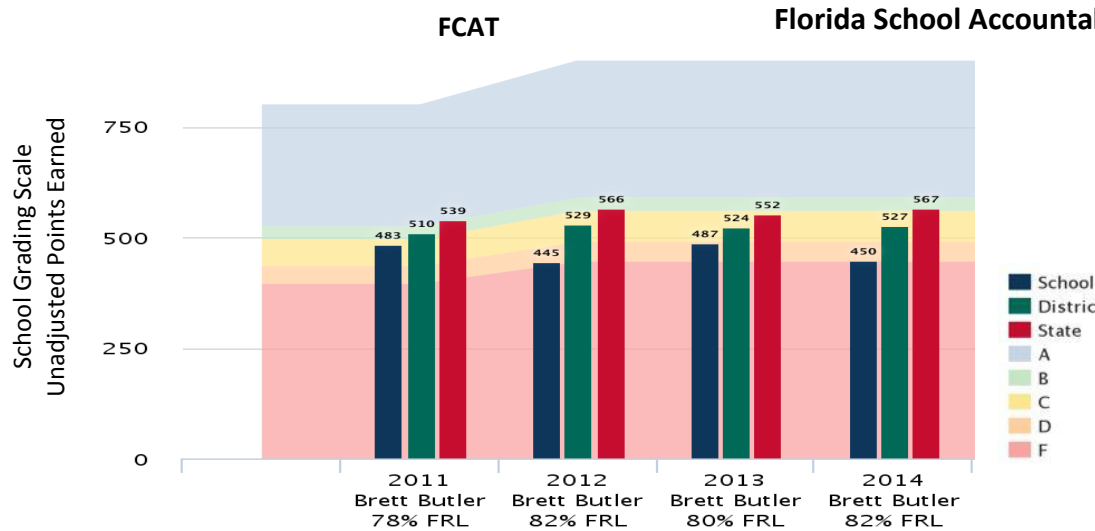
#### 2016-17 Principal Terri Christian (Confirmed by District 08/2016)



## KATHLEEN MIDDLE SCHOOL

### 2015-16 Turnaround Status: Implementing Year 2

	2011	2012	2013	2014	2015 Baseline	2016
<b>School Grade</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>F</b>	<b>D</b>
Percent Points Earned	60%	49%	54%	50%	29%	39%



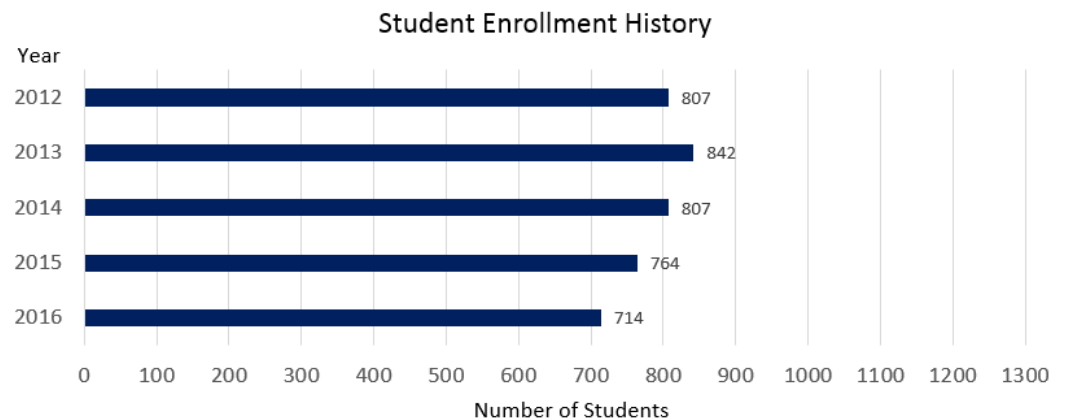
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (17)	12%	24%	24%	41%
District (1557)	14%	50%	17%	19%
State (51,022)	18%	54%	14%	15%

#### 2015-16 School Information

Grades Served: 6-8  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 52.0%  
 Percent of English Language Learners: 4.3%  
 Percent of Students with Disabilities: 13.4%

\* n < 10

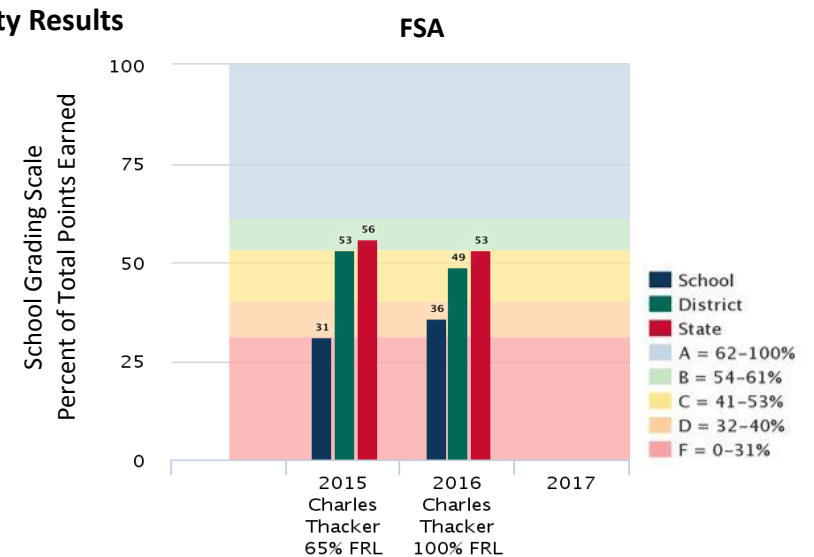
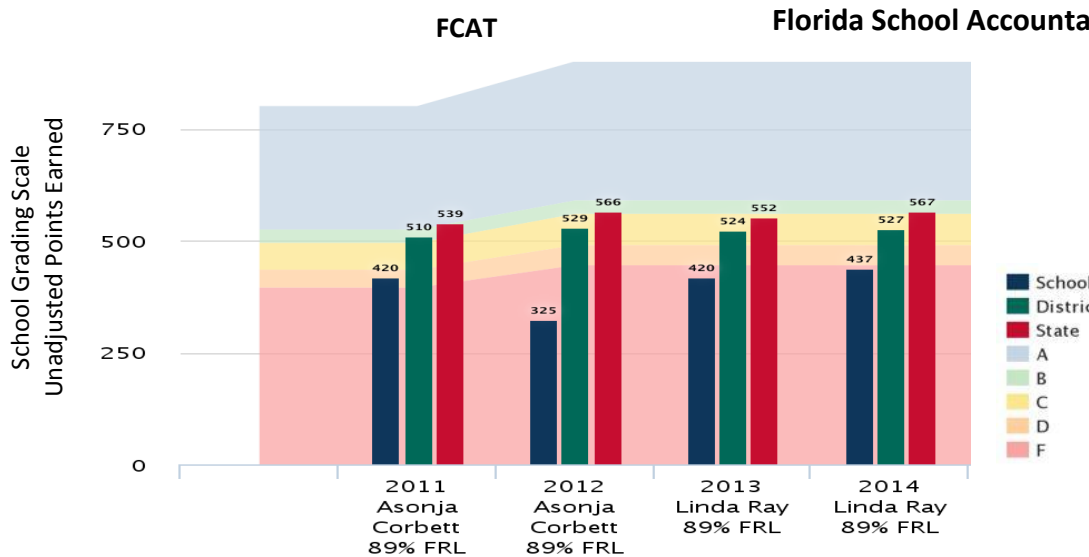
#### 2016-17 Principal Sheila Gregory (Confirmed by District 08/2016)



## LAKE ALFRED-ADDAIR MIDDLE SCHOOL

### 2015-16 Turnaround Status: Implementing Year 3

	2011	2012	2013	2014	2015 Baseline	2016
<b>School Grade</b>	<b>D</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>D</b>
Percent Points Earned	53%	41%	47%	49%	31%	36%



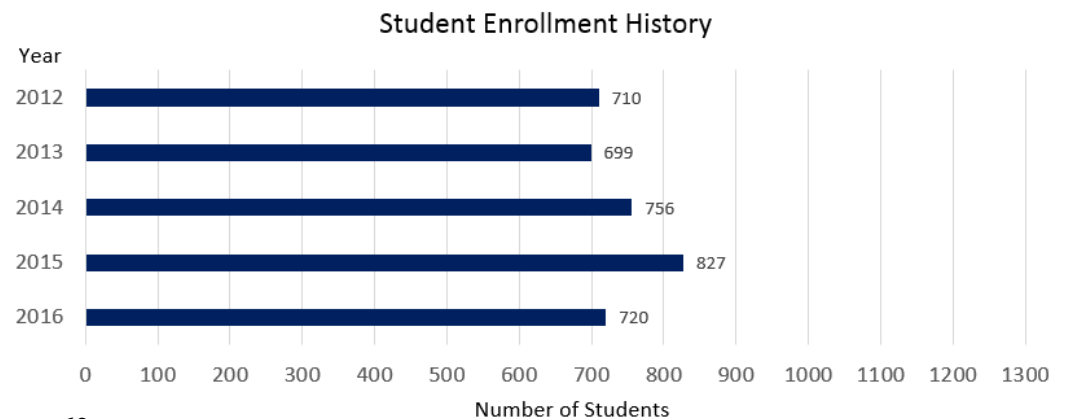
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (23)	9%	43%	30%	17%
District (1557)	14%	50%	17%	19%
State (51,022)	18%	54%	14%	15%

#### 2015-16 School Information

Grades Served: 6-8  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 71.7%  
 Percent of English Language Learners: 17.1%  
 Percent of Students with Disabilities: 15.1%

\* n = <10

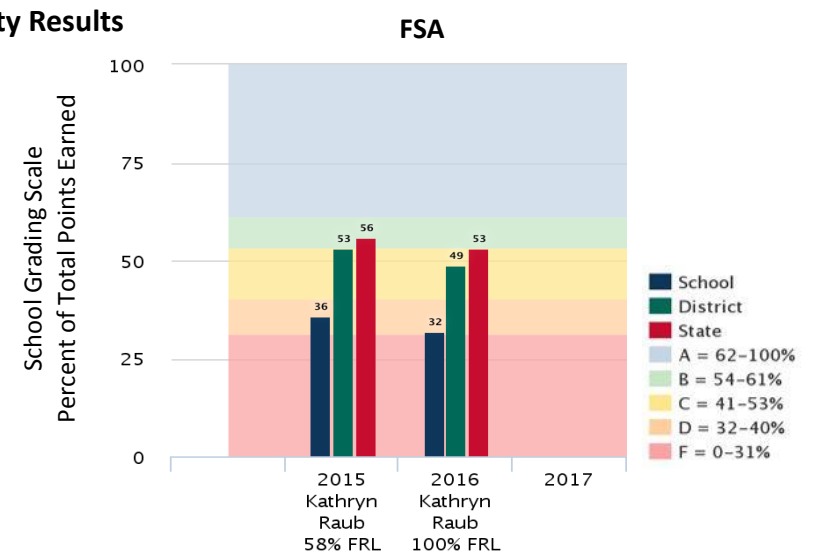
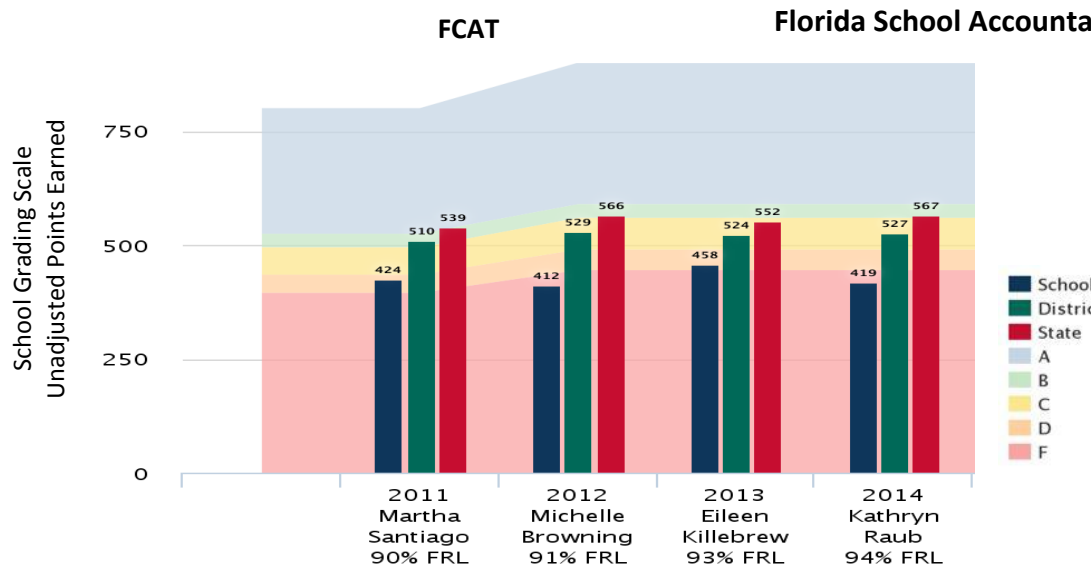
2016-17 Principal Julie Grice (Confirmed by District 08/2016)



## SHELLEY S. BOONE MIDDLE SCHOOL

### 2015-16 Turnaround Status: Implementing Year 2

	2011	2012	2013	2014	2015 Baseline	2016
School Grade	D	F	D	F	D	D
Percent Points Earned	53%	46%	51%	47%	36%	32%



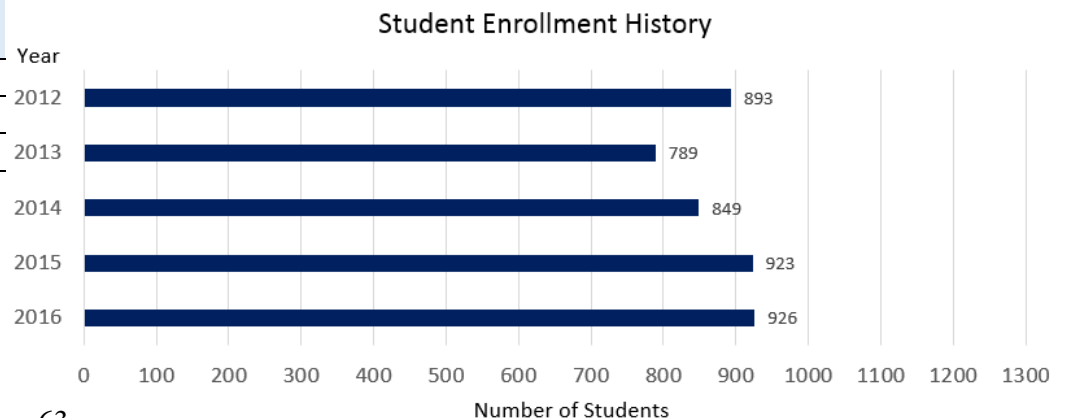
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (15)	0%	33%	33%	33%
District (1557)	14%	50%	17%	19%
State (51,022)	18%	54%	14%	15%

#### 2015-16 School Information

Grades Served: 6-8  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 81.9%  
 Percent of English Language Learners: 27.2%  
 Percent of Students with Disabilities: 12.4%

\* n < 10

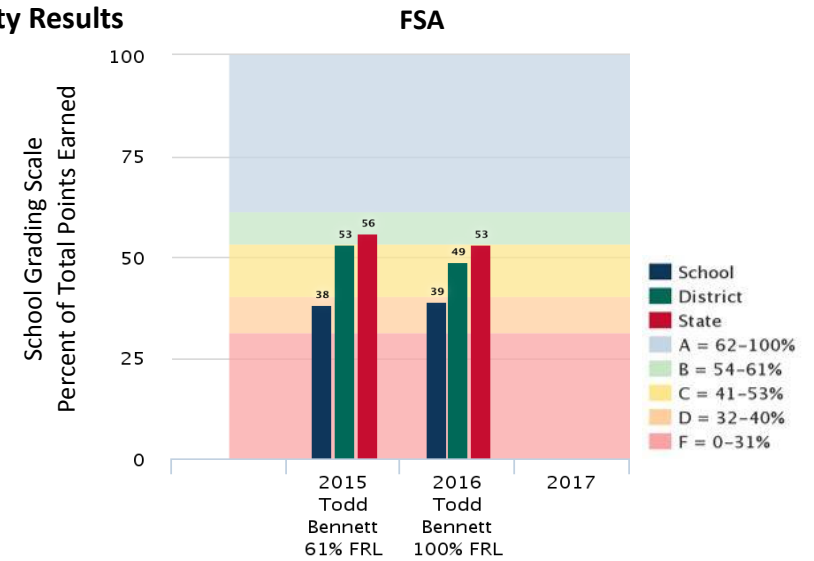
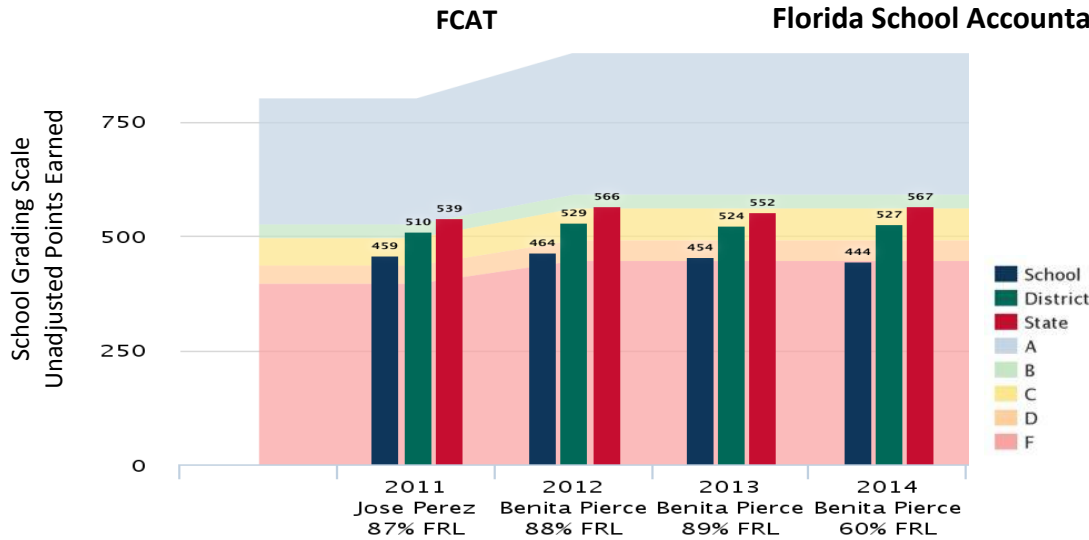
2016-17 Principal Sharon Chipman (Confirmed by District 08/2016)



## WESTWOOD MIDDLE SCHOOL

### 2015-16 Turnaround Status: Implementing Year 2

	2011	2012	2013	2014	2015 Baseline	2016
<b>School Grade</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>F</b>	<b>D</b>	<b>D</b>
Percent Points Earned	57%	52%	50%	49%	38%	39%



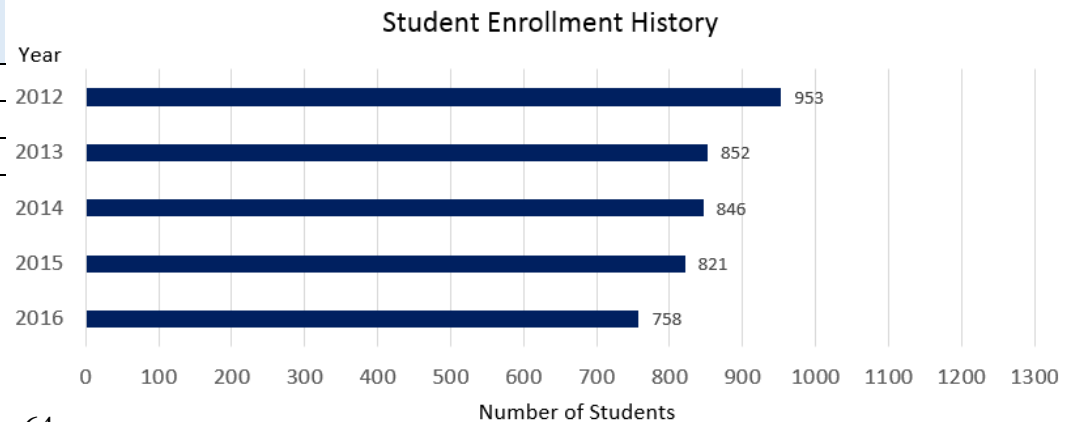
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (21)	0%	52%	24%	24%
District (1557)	14%	50%	17%	19%
State (51,022)	18%	54%	14%	15%

#### 2015-16 School Information

Grades Served: 6-8  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 72.0%  
 Percent of English Language Learners: 7.0%  
 Percent of Students with Disabilities: 14.9%

\* n = <10

#### 2016-17 Principal Todd Bennett (Confirmed by District 08/2016)



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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

# 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.

0491 – Denison Middle School

1191 – Kathleen Middle School

1662 – Lake Alfred-Addair Middle School

0321 – Shelley S. Boone Middle School

0571 – Westwood Middle School

## 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.

The Community Assessment Team (CAT) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education.

(FDOE), Bureau of School Improvement (BSI). At the initial meeting, turnaround options were presented for review and feedback. Subsequent quarterly meetings will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data

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collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the 8-step problem solving process to continue the process of identifying root causes of existing barriers and will assist the district team in developing appropriate strategies and action steps to address each barrier.

### Lake Alfred-Addair

#### Effective Leadership:

An Executive Principal has been assigned to the school. She will serve as a support to the principal, helping her design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. The principal will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to the various stakeholders. Collaboratively the two will ensure the implementation of both the TOP and SIP plans.

The school's new principal, Julie Grice, is a 33 year career educator, with 27 of those years in Polk County. She is a student-focused, tenured school-based and district-level administrator with a proven track record of building and sustaining community and stakeholder relationships, improving student performance, and creating a school culture focused on the common belief that every adult in the school plays an integral role in the success of the school's students.

During her 15 years as a classroom teacher, Ms. Grice taught students of all ability levels and provided them with the opportunity to engage in learning through differentiated and cross-content STEM instruction. Ms. Grice continually sought new and innovative ways to engage her students in learning. As a classroom teacher, Ms. Grice was a highly recognized School-to-Work instructor and was invited to be a key presenter at the national School-to-Work conference. Other recognitions Ms. Grice received as a classroom teacher include:

- Polk County Council of Exceptional Children, *Varying Exceptionality Teacher of the Year*
- Roosevelt Vocational School, *Teacher of the Year*
- Polk County, *East Area Teacher of the Year*
- Florida Department of Education, *Environmental Education Teacher of the Year*



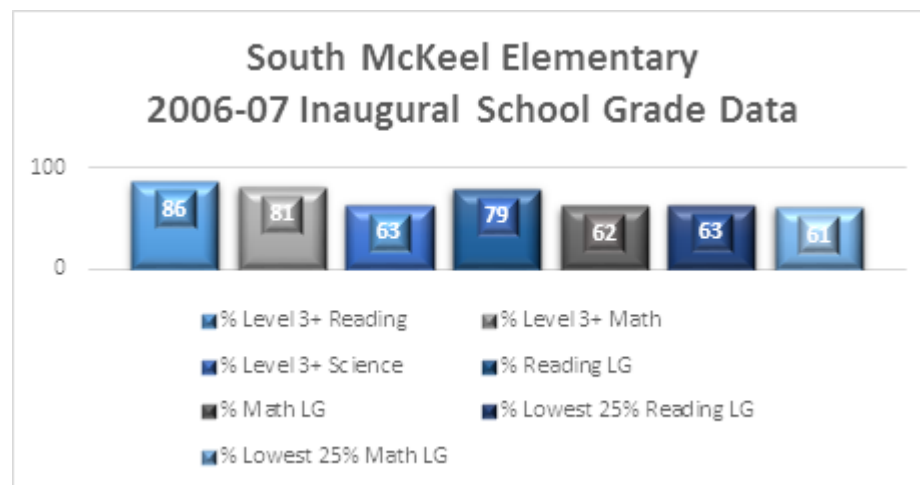
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The successes Ms. Grice experienced with her students as a classroom teacher fostered a determination to seek new avenues in which she could have a greater influence in the success of the district's students. This determination to improve the educational experience for Polk County's students lead to Ms. Grice's acceptance of the Northwest School-to-Work Coordinator position for the Polk County School District. In the School-to-Work Coordinator position, Ms. Grice experienced great success in building the School-to-Work and STEM based instructional programs at the school level.

Continuing to strive for increasingly influential impacts on the success of the students of Polk County, Ms. Grice accepted a position as an Assistant Principal Sleepy Hill Middle School. In her first year as an assistant principal, she was recognized as the Polk County School Board School-to-Work Assistant Principal of the Year. She served the students and community of Sleepy Hill Middle School as an Assistant Principal for another 4.5 years and 1.5 years at Winston Elementary; building community support and student-centered learning environments focused on improving student engagement and performance. As result of her active contributions to the school, community, and her strong presence in the field of education, in 2005 Ms. Grice was honored by Girls Incorporated of Lakeland with a nomination for the She Knows Where She's Going award.

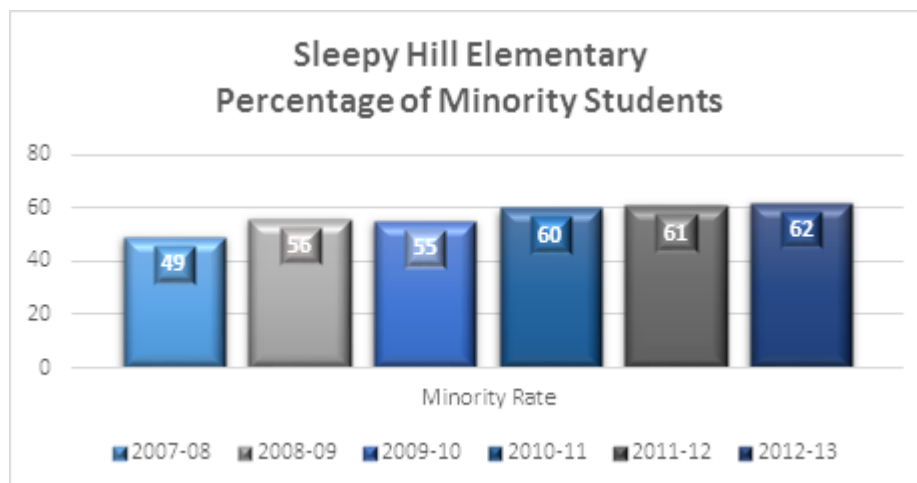
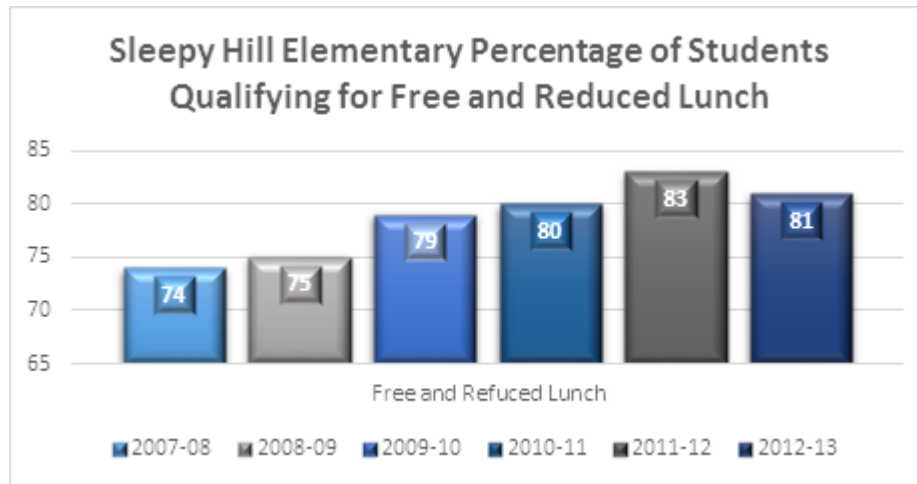
During the 2006 – 2007 school year, Ms. Grice opened South McKeel Elementary as the Principal. In her first year as the school's Principal, South McKeel Elementary earned a school grade of an "A." She engaged all members of her staff in identifying strategies to increase student engagement and create a student-centered learning environment that would benefit all students while improving the students' performance.



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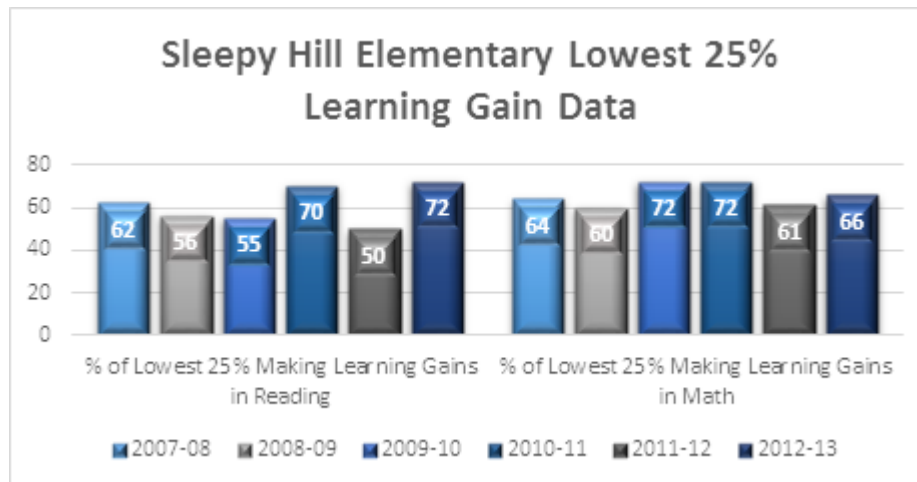
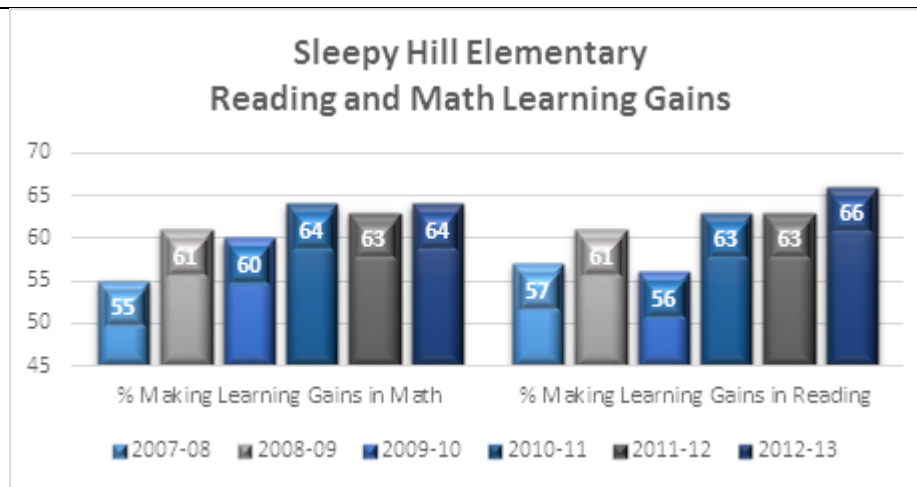
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Ms. Grice spent the next 4 years as the Principal of Sleepy Hill Elementary School where, despite a 6% increase in the school's free and reduced lunch population and shifting demographics, the lowest 25% of the students in the school continued to make gains in Reading improving from 56% to 72% and in Math improving from 60% to 66%. Through sustained faculty development and a laser-point focus on the use of data to improve instruction, the pervasive use of differentiated instruction and high effect size strategies within the classroom the success of students became engrained in the instructional culture of the school.



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- From the 2008-09 school year until 2012-13 school year, two 5<sup>th</sup> grade students from Sleepy Hill Elementary receive full-ride scholarships to Polk State College during Elementary Scholarship Week
- Conducted weekly Leadership Team meetings:
  - Reviewed universal screening data
  - Reviewed progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks

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- Problem solving, sharing effective practices, evaluating implementation of programs and initiatives, and increasing sustainability of infrastructure
- Implementation of Saturday Reading, Mathematics, and Science Academies to build subject area skills and capacity
- Implementation of Family Nights to build capacity in Reading, Mathematics, and Science through cross-content activities blended with the Arts
- Three times a year held a Parent Sport's Day, that included golf; soccer; basketball; and food to build community and parent involvement
- Grade level PLCs on Critical Thinking Skills, Science Content Knowledge, high yield instructional reading strategies, and Science Pedagogical Content Knowledge
- Implemented an Alumni Support group that provided tutoring, access to community leader guest speakers, mini sports camps, and other mentoring activities targeted for students identified for targeted interventions either instructional or behavioral and lead by Sleepy Hill Middle School students, who were students previously at Sleepy Hill Elementary School

Ms. Grice's demonstrated and concerted efforts to focus instruction on the unique needs of each student population she served lead to her appointment as a School Improvement Principal on Assignment in the 2013 – 2014 school year. As the School Improvement Principal on Assignment Ms. Grice's responsibilities included:

- Implementing prescribed initiatives and programs designed to restructure struggling schools
- Assessing the progress of School-Based Administrators in the implementation of school improvement initiatives and programs
- Working closely with Regional Assistant Superintendents, Senior Directors, building Principals, Assistant Principals, and staff members to ensure progress is made toward significant and sustainable school and instructional improvements
- Providing leadership for and implementing school improvement initiatives
- Developing, implementing, and evaluating instructional programs
- Implementing processes to ensure safe and orderly learning environments
- Assisting School-Based Administrators in linking students to appropriate services; managing the school plant; coordinating the supervision of all co-curricular school programs and activities; and facilitating parent and community involvement in the school

As a result of her success as a School Improvement Principal on Assignment, the Superintendent of Polk County Public Schools, named Ms. Grice as the NE and SE Regional Assistant Superintendent over elementary schools for the 2014 – 2015 and the 2015 – 2016 school years. As a Regional Assistant Superintendent, Ms. Grice's responsibilities included:

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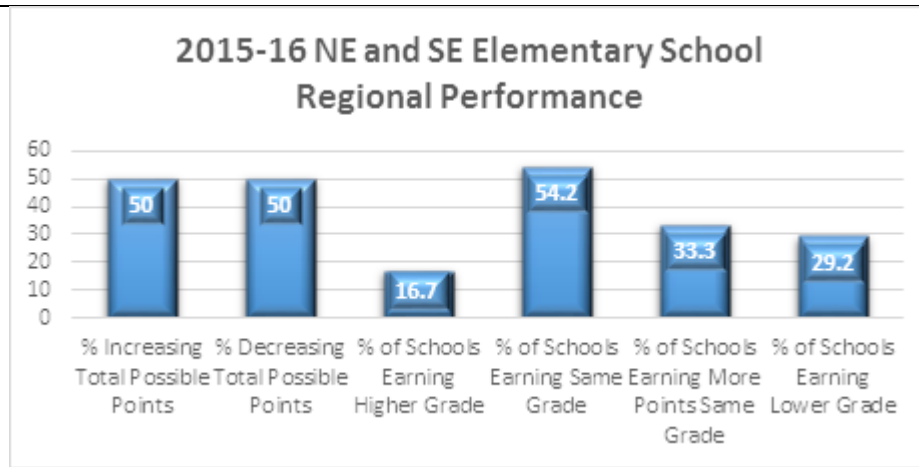
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- Monitoring the operation of 25 elementary schools serving 15,000 students in the NE and SE Region of the Polk County Public School District
- Ensuring that all aspects of the district's strategic plan are addressed at each school site by monitoring the progress of goals met throughout the year
- Providing support and direction for administrators as they plan, monitor, and evaluate learning
- Providing each school with customized assistance tailored to the unique needs of the school's students, community, and staff
- Participating member of numerous district committees:
  - Northeast Area Rezoning Steering committee
  - Strategic Planning committee
  - Master Scheduling Handbook committee
  - Pupil Progression Plan committee
  - Student Code of Conduct committee
  - Executive Leadership Staff
- Developing, implementing, and supervising the district's first elementary AMP summer learning program
- Providing administrators with support and direction regarding specialized itinerant services that are provided to the schools of the area
- Planning and scheduling Regional activities, professional development, and staff development programs
- Reviewing and approving School Improvement Plans and budgets of assigned schools to strengthen and align feeder pattern programs and articulation
- Coordinated the compilation of district, department, and division policies and procedures for the development of a Principal's Handbook

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In 2015, Ms. Grice was selected from hundreds of applicants representing businesses, public, and private agencies, and civic and professional organizations across the Lakeland area to participate in Leadership Lakeland, a year-long program designed to identify and enhance existing leadership within the local community. An active member of the community, Ms. Grice belongs to many community organizations:

- Winter Haven Chamber of Commerce Education Committee
- Denis I. Fontaine Family YMCA board member
- Clint Wright foundation board member
- Winter Haven Optimist Club Member

Ms. Grice's history of success as a classroom teacher, school-based administrator, Regional Assistant Superintendent, community leader, building and sustaining stakeholder partnerships, improving student results, and creating a school culture focused on identifying the unique needs of each student and providing the supports necessary for students to experience success is why she was hand-selected as the 2016 – 2017 Principal for the district's school with the greatest need for success, Lake Alfred-Addair Middle School. On July 1, 2016, Ms. Grice officially assumed her position as Principal of Lake Alfred-Addair. In her short tenure at the school, Ms. Grice and her staff have:

- Identified over 40 overage, under-credited students and successfully enrolled them in the district's academic acceleration program
- Revised staff handbook and school policies
- Revised school's discipline plan based upon disaggregated discipline data from previous years
- Used disaggregated discipline data to identify the students in the school with the greatest need for behavioral mentoring, then held

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- a face-to-face meeting with each student's parent/guardian regarding the planned interventions, and assigned each member of the administrative leadership team to serve as a mentor to the students identified
- Used disaggregated academic and discipline data to identify the students in the school with the greatest need for academic, behavioral, and social interventions, then met with the school's ESE Senior Manager regarding students identified to develop a plan of action to support the students' and their specific growth needs

### Public and Collaborative Teaching:

The new scheduling plan for Lake Alfred-Addair provides two planning periods for teachers. According to the signed Memorandum of Understanding (MOU), *teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated professional development period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The planning period will be used for teachers to accomplish the individual work and preparation for teaching.* Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

This change in the scheduling model resulted in the district allocating an additional 10 instructional units (6 math, 1 science, 1 social studies, 1 elective, and 1 discretionary unit).

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will only be assigned to support the 5 TOP schools, and coaching activities will take place daily with school-based coaches, weekly with district-based coaches. New and inexperienced teachers have another layer of support wherein additional job-embedded professional

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development, coaching, modeling, and follow-up is being provided through school and district staff.

Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours face-to-face meeting and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Task.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model, 5E Lesson Starters were created. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6<sup>th</sup> Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

In an effort to respond to the needs of the whole child, the district has embarked on a path toward implementing CHAMPS and additional classroom and whole-school strategies on behalf of students. The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plan (SIP). This goal was developed through



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a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The new scheduling model addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

While the school employs dedicated content area coaches in reading, mathematics, and science, additional units have been allotted for academic and behavior interventionists. The academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule. The schedule allows them to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionists schedules are updated accordingly. As part of the schools' leadership teams, the interventionists will meet weekly to discuss and analyze discipline and behavior data. Similar to the academic interventionists, a schedule will be created to allow counseling and mediation to be provided for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, the school, and the AMO to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

Included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.

### Family and Community Engagement:

The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family

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engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate

In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Shelley Boone Middle**

#### Effective Leadership:

An Executive Principal has been assigned to the school. She will serve as a support to the principal, helping her design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. The principal will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to the various stakeholders. Collaboratively the two will ensure the implementation of both the TOP and SIP plans.

#### **Principal**

The new principal, Mrs. Sharon Chipman, is no stranger to challenges or to the community in which she has endeavored tirelessly to develop her leadership expertise. In January 1990, Mrs. Chipman began her career in education teaching 5<sup>th</sup> grade at Rainbow Park Elementary School in Miami-Dade County Schools. Soon after excelling in this position, Mrs. Chipman was selected to serve as an IBM Technology Resource Coach in the district. While supporting multiple schools, she introduced innovative solutions to meet instructional challenges including the integration of technology into the reading curriculum to improve achievement. Following another successful

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year, Mrs. Chipman was recruited to serve as the District Reading Coach until August 2002.

Seeking to broaden her career in August 2002, Mrs. Chipman moved to Broward County and became the Reading Coach/Title I Facilitator at Colbert Elementary School. After a remarkable year in this position, the administration responded by promoting Mrs. Chipman to the Assistant Principal position at Colbert Elementary. Here she was instrumental in influencing improvement; Colbert's grade moved up and the school maintained a "B" grade under her leadership.

In January 2007, Mrs. Chipman relocated to Polk County and was appointed Assistant Principal of Spook Hill Elementary School. Bringing her reading expertise and working consistently with teachers to implement strong reading strategies in the classroom proved to be an asset to Spook Hill. Additionally she introduced several academic programs including Math Party which increased math scores tremendously. Throughout her tenure as assistant principal the school grade consistently remained an "A."

Promoted in 2009, Mrs. Chipman was appointed the new principal of Lake Alfred Elementary School, following a principal who had served the school for over 24 years. Faced with significant challenges, Mrs. Chipman worked tenaciously to create a culture of teamwork with an emphasis on professional development and mentorship. Also, she successfully implemented the "Lions of Character" program designed to build a relationship with the students and thereby help to build their self-esteem. The school remained an "A" school for two years and then became a "B" due to changes within the community.

In July 2012, the Polk County Superintendent asked Mrs. Chipman to take on the challenge of moving McLaughlin Middle school which was a declining each year. Mrs. Chipman was hesitant because she had no prior experience in middle school. Undaunted she preserved; she worked tirelessly to assist teachers in creating and implementing high yield strategies in the classroom. Unfortunately, the results fell short of expectations and an "F" grade resulted for the 2012-13 school year. Mrs. Chipman adjusted and implemented weekly staff development meetings, planning sessions, and data chats; furthermore she made many staff changes. Success prevailed and the 2013-14 school grade moved to a "D." With a focus on continuous improvement strategies, Mrs. Chipman relentlessly pursued increased student achievement. An additional year of implementation and teaching rigorous standards with fidelity produced gains in all areas; the 2014-15 school grade increased to a "C."

Once again Mrs. Chipman was asked to move; this time to Lake Shipp Elementary, a low performing school in the district. Under her

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leadership in 2015-16, administration and coaches supported the staff and students. Teachers planned with administration and coaches twice a week to create standards based instructional lessons. Monitoring was conducted weekly and coaching provided for teachers that needed help. A new discipline plan was created and implemented to increase the time on task within the classroom. Discipline decreased during the school year and student awards increased for behavior and academic performance. A significant increase in student achievement resulted; the school grade moved to a “C” for 2015-2016 school year.

During the 2015-16 school year, Lake Shipp Elementary School realized significant increases due to the effective leadership of Mrs. Chipman; below are some successes:

- The school was **fully staffed** with **highly qualified** personnel.
- Increase in attendance at academic Parent Workshops throughout the year, and involvement with Community Partnerships were a testimony to the growing perception that Lake Shipp was meeting the needs of all students and striving to improve academic achievement. Relationship building was the focus with the goal of improving student gains.
- SAC and community involvement/volunteers trended upwards due to recruitment efforts and relationship building resulting from staff initiatives such as phone calls, emails, newsletters, and meetings.
- New relationships were established with community business partners such as Spirit Nights with the local Chic-fil-A, School Store Online, and Horace Mann whose representative sat on our SAC committee. Resulting from these partnerships was the addition of over \$1,000.00 toward new books for the media center and donations from various partners.
- Once perceived by the community as a non-warming environment, parents/guardians end-of-year survey responses revealed a very positive response to the new principal and staff. This improvement is tied to daily interactions with parents such as greeting parents who dropped their children off at school.
- Reading Pals was implemented in the kindergarten classrooms with volunteers coming weekly to read and work with students in reading.
- A Check-In/Check-Out system was implemented by guidance for students with behavior concerns.
- MTSS/RTI training was provided and implemented.
- Positive Behavior Support (PBS) was recreated to provide rewards and incentives for student behavior.

Classroom teachers were provided more support during Mrs. Chipman’s first year at Lake Shipp Elementary:

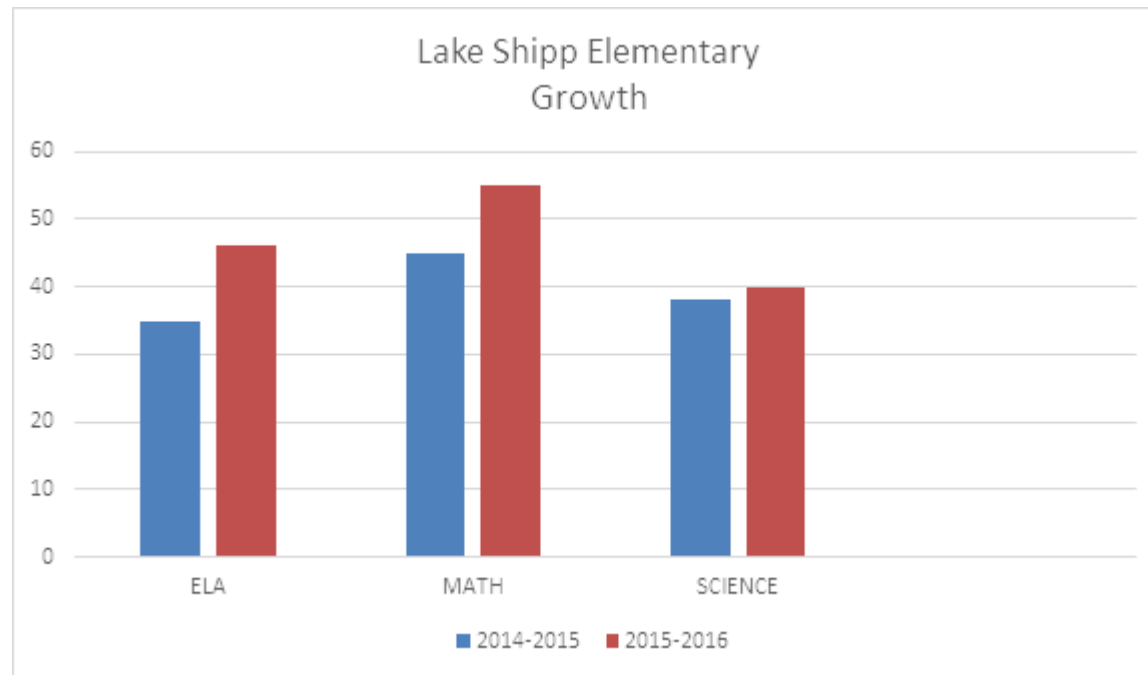
- **Weekly Leadership Team** meetings were held to focus on the issues involving academics, students, staff, and community. Each department was represented and had an equal voice. *Early Warning Systems* were discussed at each meeting;
- Student incentives focusing on *discipline* and *grades* were scheduled quarterly to increase overall achievement and impact the student/family culture of the school;

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- Literacy was **supported** school wide with every classroom expected to utilize Achieve 3000 during the additional hour of reading;
- Coaches and administration **planned together twice a week** to create standards-based lessons that were engaging and reflected the full extent of the standards;
- Classroom walk-throughs were increased for all teachers, both evaluative and non-evaluative, as a basis for the **coaching model**;
- 75 additional computers were purchased to increase time on task using technology;
- Professional development was provided weekly;
- Overall Teacher Evaluations were *Effective* and a few were *Highly Effective*;
- Data chats were facilitated by administration and coaches;
- School climate and culture **improved**.

The chart below represents how the changes impacted the data:



Mrs. Chipman has been able to steer Lake Shipp Elementary into receiving the **3<sup>rd</sup> highest increase of percentage points in third grade**

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**reading proficiency in the district** with an increase from 31% to **51%** of the students passing, an increase of 20%.

### Public and Collaborative Teaching:

The new scheduling plan for Shelley Boone Middle provides two planning periods for teachers. According to the signed Memorandum of Understanding (MOU), *teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated professional development period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The planning period will be used for teachers to accomplish the individual work and preparation for teaching.* Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

These change in the scheduling model resulted in the district allocating an additional 4 instructional units (1 math, 1 science, and 1 social studies, and 1 discretionary unit).

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will only be assigned to support the 5 TOP schools, and coaching activities will take place daily with school-based coaches, weekly with district-based coaches. New and inexperienced teachers have an additional layer of support wherein additional job-embedded professional development, coaching, modeling, and follow-up is being provided through school and district staff.

Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and

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science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours face-to-face meeting and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Task.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model, 5E Lesson Starters were created. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6<sup>th</sup> Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

Upon review of the final data from the Early Warning Coordinator pilot at Kathleen Middle, United Way pledged to fund an additional position at Shelley Boone Middle School for the 2016-2017 school year and is attempting to secure funding for the remaining middle schools in the district by the following year. The addition of the position at Shelley Boone is critical to the plan due to the need to address the increased discipline and behavior issues present in the school during 2015-2016.

In an effort to respond to the needs of the whole child, the district has embarked on a path toward implementing CHAMPS and additional classroom and whole-school strategies on behalf of students. The school now has three CHAMPS trainers on staff and has completed a

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behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The new scheduling model addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

While the school employs dedicated content area coaches in reading, mathematics, and science, additional units have been allotted for academic and behavior interventionists. The academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule. The schedule allows them to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionists' schedules are updated accordingly. As part of the schools' leadership teams, the interventionists will meet weekly to discuss and analyze discipline and behavior data. Similar to the academic interventionists, a schedule will be created to allow counseling and mediation to be provided for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, the school, and the AMO to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

Included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work. To further address discipline and behavior concerns, Student Support Services has initiated and will continue training a core Positive Behavior Intervention System (PBIS) team and has developed a PBIS system to be used in all areas of the campus to increase positive student behavior. Work with PBIS teams has created a system on campus to teach student's school expectations, develop a calendar for implementation, continued training for staff and students on the system, and has developed a rewards based on positive student behavior.



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### Family and Community Engagement:

The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate

In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Westwood Middle**

#### Effective Leadership:

An Executive Principal has been assigned to the school. She will serve as a support to the principal, helping him design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. The principal will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to the various stakeholders. Collaboratively the two will ensure the implementation of both the TOP and SIP plans.

During the 2013-14 school year there were many factors that contributed to the low performance of Westwood Middle School; new instructional coaches, excessive teacher turnover with 17 vacancies from the previous school year, high numbers of fights and violent behavior, and low attendance rates for students and staff. There were no systems in place for collaborative planning, teacher support, and monitoring. Routines and systems for behavior were not evident. There was little community / parental support and very low attendance

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for parent meetings and conferences.

In July 2014, Mr. Bennett was promoted to Principal at Westwood Middle School. He knew the challenges of becoming a Principal at an “F” school. He immediately became a member in the Winter Haven Chamber of Commerce and became a part of the community. To gain a better idea of the community Mr. Bennett met with staff, parents, business owners and the Sherriff’s office to see what the needs of the school were. Through this collaboration Mr. Bennett felt that he could make a difference in this community and increase student achievement at Westwood Middle School.

During the 2014-15 and 15-16 school years, Mr. Bennett was able to make dramatic increases for the students at Westwood Middle School.

- Student attendance increased from 94.4% to 97.1%
- The school was fully staffed with highly qualified personnel for most of the year. In October of 2014, 1 math teacher was released due to poor performance. A highly qualified math teacher was hired in December.
- Parent and Community events were attended by over one hundred fifty families each quarter. Each event had an academic / curricular focus and was held on the evening prior to report cards being sent home.
- Six Laptop carts were added for classroom use.
- Tutoring and grade recovery was offered to all students after school free of charge.
- Mentors from the local Ministerial Association, the Sheriff’s office, and local businesses mentored students who were at risk as identified by our Early Warning System.
- Pre-academies were created to enhance student learning. There were several business partners who became involved in the advisory council for the Pre-academies. Partners included Publix, Polk State College, Winter Haven Chamber of Commerce, and Winter Haven PEP.
- During the 14-15 and 15-16 school year students earned industry certifications in IC3GS4 SPARK exam, Microsoft Office, and Adobe Photoshop. During these 2 years 225 students have earned an industry certification. Students did not earn any industry certifications in years prior.
- Pre-Academies in Culinary, Robotics, and Fine Arts were added in the 2014-15 school year.

Classroom teachers were provided more support during Mr. Bennett’s tenure at Westwood Middle School:

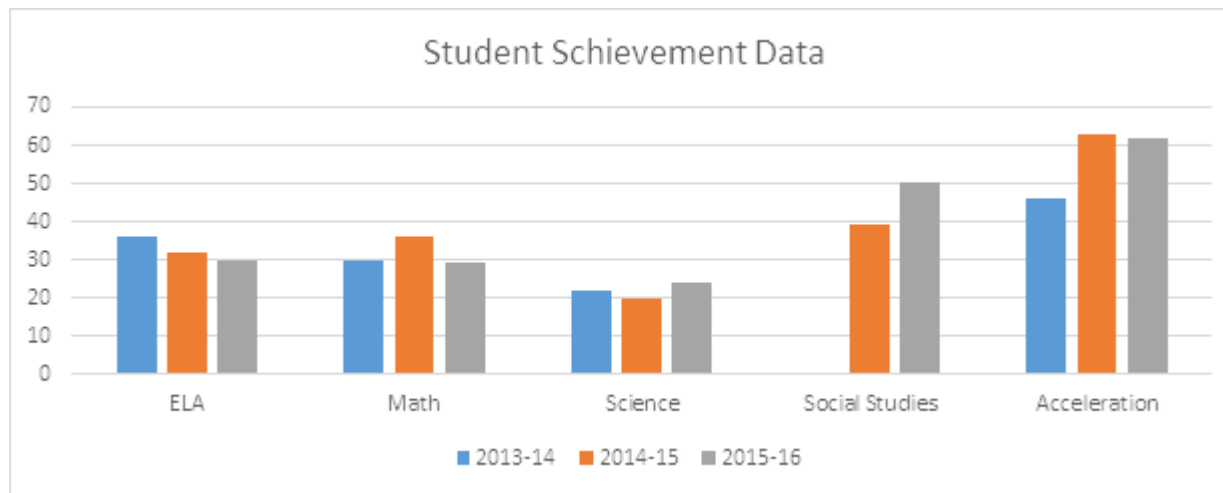
- Weekly Academic Leadership meeting were held to focus on standards-based instruction, collaborative planning, and student

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progress monitoring data.

- A weekly bulletin was sent to all staff members that focused on positive climate and culture and drove the academic focus for the week.
- Student incentives were created for achievement in behavior and academics. Celebrations were held quarterly for behavior and after academic progress monitoring.
- Coaches and Administration were assigned to each discipline and planned together weekly to create standards-based lessons that were engaging and went to the full extent of the standard.
- Classroom walk-throughs both evaluative and non-evaluative were increased and coaching was assigned to staff as a result of observations.
- Teachers and Academic coached participated in peer observations. The peer reviewers left reflections and feedback for the teacher they observed.
- Professional Development was provided monthly.
- New teacher meetings were conducted monthly to 17 (14-15) and 13 (15-16) that covered classroom management and various other topics.
- Overall teacher evaluations were Effective and Highly Effective
- Data chats were conducted with teachers and students throughout the year after progress monitoring.
- Teams were created to further allow teachers to have input on decisions made throughout the school year. Team Leaders met monthly to discuss Discipline, Attendance, and Academic data.



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Mr. Bennett has positively touched the lives of students, parents, staff members and the communities where he has served as an educator and leader. He has served as a classroom teacher, Dean of Students, Assistant Principal, and Principal during his 17 years in the educational field. In the classroom Mr. Bennett showed great capacity to help and engage students in learning. As an administrator he has been able to inspire students, staff members, parents, and community stakeholders to increase achievement. His mission is to provide all students the highest quality instruction in a safe and positive learning environment.

Mr. Bennett began his service in education as a Biology and Anatomy teacher at Auburndale High School. During his 6 years as a teacher, he helped write the pacing guides and curriculum maps for Biology. He also coached several sports and was a teacher leader during the SAC accreditation of Auburndale High School. Additionally, he served as a technology coach to teachers and staff to implement a new gradebook system and integrate technology in classroom instruction. Upon completion of his Master's Degree in Educational Leadership from Nova Southeastern University, he became Dean of Students at Sleepy Hill Middle School.

Under the 4 years of his leadership at Sleepy Hill Middle School, there was a 25% reduction in suspension days over a 3-year period. He was able to accomplish this through professional development and community support. The impact of the reduction of suspension days resulted in an increase in student achievement. Sleepy Hill Middle School moved from a school grade of D to a grade of B in 3 years. In 2009, Mr. Bennett was appointed as an Assistant Principal at Stambaugh Middle School and served in this capacity for 5 years. During his time at Stambaugh Middle School, he was instrumental in the school becoming a Positive Behavior Support (PBS) Model School (Silver). During his tenure overseeing school discipline the school saw a 28% reduction of office referrals. This reduction in office discipline referrals led to an increase of school grade from a C to a B. He served as the leader of discipline for 3 years. Mr. Bennett then became the leader of curriculum at Stambaugh Middle School for the next 2 years. During this time he worked with teachers and staff members to align and implement new standards and curriculum. The interventions and strategies put in place by Mr. Bennett increased student achievement and was evidenced as the school grade increased from a D to a C.

Mr. Bennett was appointed to Westwood Middle School as Principal in July 2014. During his first year at Westwood Middle School he created a culture that was conducive to learning. During this year there was a 75% reduction in fights and other violent student behavior. He also created a system for teachers to collaboratively plan standards-based lessons. The implementation of these systems caused an increase in student achievement as evidenced in an increase in school grade from an F to D. He continued the systems that were implemented in the 2014-15 school year to the 2016-17 school year. The climate of the students continued the trend of the previous year

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and violent student behavior continued to decrease. He also continued to collaboratively plan Standards-based lesson with his academic coaches and teachers. The school did not increase a grade level in the 201-17 school year but did make gains in the total points in the calculation of the school grade.

The Success that Mr. Bennett has been able to achieve throughout his service in education is due to his strong conviction that all students can learn. His accomplishments have come because he was able to lead and engage students, teachers, parents, and community members toward his mission to provide all students the highest quality instruction in a safe and positive learning environment.

### Public and Collaborative Teaching:

The new scheduling plan for Westwood Middle provides two planning periods for teachers. According to the signed Memorandum of Understanding (MOU), *teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated professional development period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The planning period will be used for teachers to accomplish the individual work and preparation for teaching.* Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

These change in the scheduling model resulted in the district allocating an additional 3 instructional units (2 math and 1 discretionary unit).

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will

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Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
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- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

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behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The new scheduling model addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

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Included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.

*Family and Community Engagement:*

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The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate

In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### Denison Middle

#### Effective Leadership:

An Executive Principal has been assigned to the school. She will serve as a support to the principal, helping her design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. The principal will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to the various stakeholders. Collaboratively the two will ensure the implementation of both the TOP and SIP plans.

The school's principal, Terri Christian is a graduate of Polk County schools. She earned a bachelor's degree in Health Care Management from Florida A&M University in 1993. She earned a Master's degree in Business Administration from Nova Southeastern University in 1998. In 1999, Terri made a career change and entered education teaching 7<sup>th</sup> grade Math. Since she was a non-education major, she pursued courses to obtain her teaching certification at the graduate level. Terri completed her required coursework and obtained her certification in Educational Leadership from University of South Florida. Positions held during her seventeen year academic career include teacher, team leader, dean, assistant principal, and currently principal. Schools served in Polk County include Denison Middle, Westwood Middle, and Gause Academy.



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Terri's first principal position was at Gause Academy during the 2014-2015 school year. While at Gause Academy, Terri maintained an improving and maintaining rating in Reading and Math. Two academy programs were also introduced under her tenure. They include a hydroponics lab and a culinary arts program. Terri introduced the gradual release strategy schoolwide for instructional lesson plans. This was to foster high academic standards for all.

Terri was appointed principal at Denison Middle for the 2015-2016 school year. School data for the 2015-2016 year shows a 4 percentage point increase over the prior year's data. This equates to a 9 point increase in ELA scores across all grade levels, a 12 point increase in Math across all grade levels, a 12 point increase in Algebra, a 2 point decrease in Geometry, 1 point increase in Science and a 7 point increase in Civics.

During the 2015-2016 school year, Mrs. Christian was able to impact the school community in the following ways:

- The attendance rate for students was 94.57.
- Attendance meetings were held in accordance with district policy. Additionally, an attendance assembly was held. Parents were presented with academic data to support the need for students to be in attendance at school.
- Parent and Community events were held to support family participation.
- After school tutoring was implemented to support core content areas. Parents of students with struggling grades were personally contacted. Tutoring was attended by students.
- Media Center circulation was increased by 3 fold.
- A daily reading program was implemented called "Panther Bingo". Every day a different content area class was designated to allow 30 minutes of reading during the class period. Students summarized their reading each day by answering questions which gave them a purpose for reading. Teachers monitored student participation and rewards were scheduled monthly for students that completed the daily reading.
- A summer reading program was implemented this year. Students were required to read 2 books this summer and complete a Read It Rate It form on each book. A reward will be held for students that complete the summer reading. Students were provided free books and a suggested reading list.
- During the 2014-2015 school year, 1 student obtained an industry certification. This year 123 students obtained certification on the IC3 Spark exam.

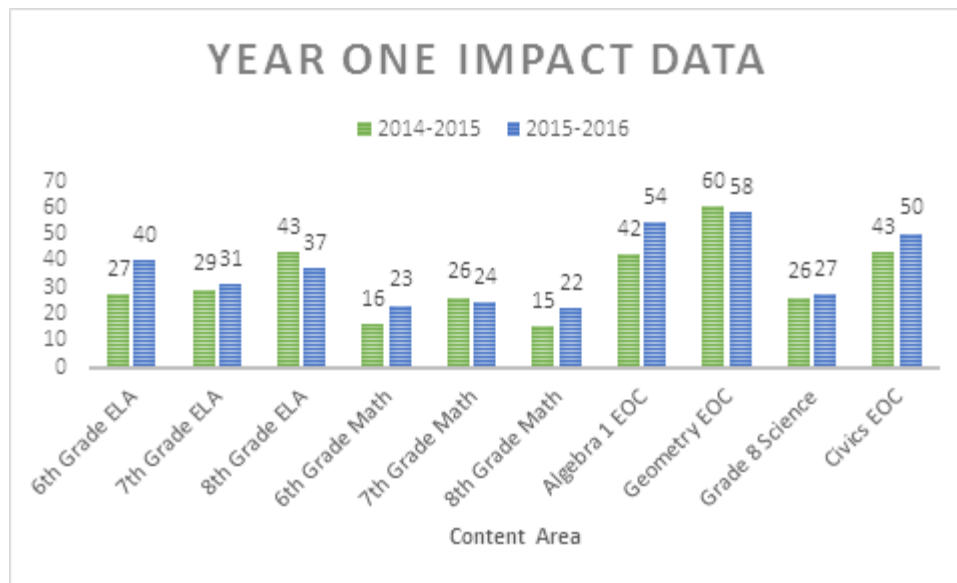
Classroom teachers were provided more support during Mrs. Christian's first year at Denison.

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- Weekly academic leadership meetings were held. The leadership team consisted of content area teachers who received training throughout the school year from district content area specialist.
- Coaches and administration were assigned to each content area and planned together weekly to create standards based lessons focusing on student engagement. Lesson planning forms were modified to include a student engagement component.
- A collaborative planning system was implemented.
- Differentiated professional development was provided to contents areas based on identified need.
- Learning Walks were implemented in the Reading and Language Arts. Teachers conducted walk-throughs of peer classrooms focused on student engagement. This led to open dialogue and self-reflection.
- District Coaches supported the Administration and teachers in a variety of ways. Examples of support provided include planning with teachers, providing professional development, and suggesting strategies to improve student achievement.

Math and Reading Interventionists identified bubble students and provided classroom support to teachers and students.



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Terri also focused on the CTE programs at Denison Middle. As previously bulleted above, 123 students earned an industry certification. This is up from one student earning a certification the year prior. Students in these programs also participated in field experiences to support instruction that took place in the classroom. The Fine Arts department has experienced growth under her leadership and had its first theatrical production this year. Terri has a passions for education. She believes this work is a calling and must not be taken lightly. She believes all students can learn and that all staff members can be successful in increasing student achievement. It is her desire to increase student achievement, improve parent teacher involvement, and community support.

### Public and Collaborative Teaching:

The new scheduling plan for Denison Middle provides two planning periods for teachers. According to the signed Memorandum of Understanding (MOU), *teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated professional development period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The planning period will be used for teachers to accomplish the individual work and preparation for teaching.* Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

These change in the scheduling model resulted in the district allocating an additional 3 instructional units (1 math, 1 science, and 1 discretionary unit).

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will only be assigned to support the 5 TOP schools, and coaching activities will take place daily with school-based coaches, weekly with district-based coaches. New and inexperienced teachers have an additional layer of support wherein additional job-embedded professional

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development, coaching, modeling, and follow-up is being provided through school and district staff.

Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours face-to-face meeting and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Task.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model, 5E Lesson Starters were created. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6<sup>th</sup> Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

In an effort to respond to the needs of the whole child, the district has embarked on a path toward implementing CHAMPS and additional classroom and whole-school strategies on behalf of students. The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through

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a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The new scheduling model addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

While the school employs dedicated content area coaches in reading, mathematics, and science, additional units have been allotted for academic and behavior interventionists. The academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule. The schedule allows them to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionists' schedules are updated accordingly. As part of the schools' leadership teams, the interventionists will meet weekly to discuss and analyze discipline and behavior data. Similar to the academic interventionists, a schedule will be created to allow counseling and mediation to be provided for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, the school, and the AMO to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

Included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.

### Family and Community Engagement:

The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family

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engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate

In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Kathleen Middle**

#### *Effective Leadership:*

An Executive Principal has been assigned to the school. She will serve as a support to the principal, helping her design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. The principal will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to the various stakeholders. Collaboratively the two will ensure the implementation of both the TOP and SIP plans.

During the 2014-15 school year there were many reasons that contributed to the low performance of Kathleen Middle; lack of community support, excessive teacher turnover with 19 vacancies existed the previous school year, high overage population, discipline rates were high with an unacceptable 1486 referrals and attendance rates were low for staff and students at 92.7%. Academic Coaches had been transferred out during the school year which left wide sweeping gaps of support for all staff members. Systems and routines for monitoring were non-existent. Parental Involvement was not encouraged and minimal participation was documented for the few engagements that occurred without purpose.

In July 2015, a new principal was sought to begin the turnaround process at Kathleen. Mrs. Sheila Gregory was compelled to request a transfer to a school site that was not just closer to her home area, but to the birthplace of her career and community strengths. Mrs.

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Gregory has been an active part of the community for over thirty years and is able to bring her extensive knowledge of the families and community into the school.

Granted the transfer to Kathleen Middle School, Mrs. Gregory knew the challenges and readily accepted to be the agent of change and community leader that both the school and local area required. Having cultivated and attained an implicit understanding of the environment during her tenure with the families at the elementary schools, she believed thoroughly that her involvement would make all the difference in improving upon Kathleen Middle's "F" performance the previous years.

During the 2015-16 school year, Mrs. Gregory was able to make dramatic increases for the school community.

- The attendance rate for students increased to 93.82;
- The school was fully staffed with highly qualified personnel for most of the year. In February, two staff members were released due to poor performance and those positions were filled with a provisional substitute;
- Parent and Community events were attended by over one hundred families each quarter. Each event focused on a curriculum area and was held on the evening prior to report cards being sent home;
- Business partners have increased from the community;
- Working with the community and district, the old analog security system was replaced with a state of the art HD security system;
- United Way has worked in conjunction with the school and district to fund a person specifically for Kathleen Middle to target at-risk students. The program has been renewed and funded again for 2016-17 due to a presentation by Mrs. Gregory and her staff;
- A Parent Involvement Portable has been established by the Early Warning Director to provide classes and support to the parents and community ranging from tax help, extreme couponing and is now partnering with AGAPE to provide meals for students who are at risk, a population that is 100% qualified for free lunch;
- Learning Resource Center has been providing after school tutors to students, free of charge;
- Mentoring Systems are in place for at risk students who have been identified by the Early Warning System. The Lakeland semi-professional football team, Lakeland Jaguars, have become mentors for our students.
- The number of 6th and 7th grade students in 2014-15 to 2015-16 school year that can be tracked was reduced from 60 to 36;
- The number of overall retentions decreased, with only two being retained in 2015-16;
- Pre-Academies have increased as well as the community partners. Publix has partnered with the Agriculture Department. Local ranchers have become active with the program and FFA Chapter. Nickelodeon Television has begun to work with the television production classes and KMS was featured on national television this school year. Community advisory committees have been established to support the pre-academies. An additional CTE program is being added in the upcoming year, Medical Academy that will feed into the local high schools. Also, in 2014-15, there were no industry certification exams given. In 2015-16, the IC3GS4

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SPARK Exam was given. Of the 190 students who took the exam, 108 students passed.

Classroom teachers were provided more support during Mrs. Gregory's first year at Kathleen Middle:

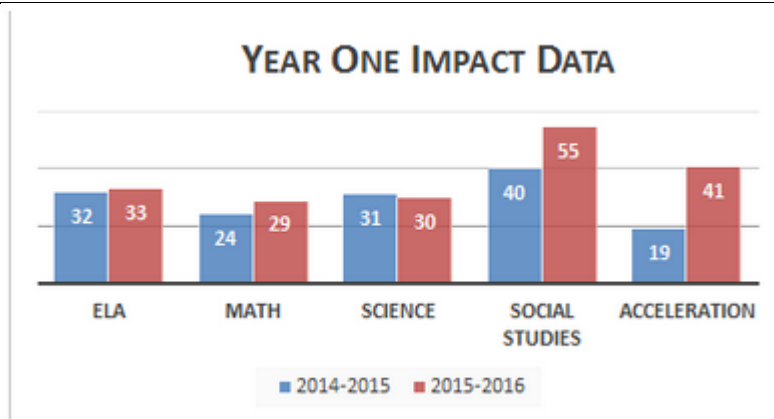
- Weekly Academic Leadership meetings were held to focus on the issues of the students, staff and community. Each department was represented and an equal voice. Early Warning Systems were discussed at each meeting;
- Weekly messages were sent to the staff that were relevant and focused on building a positive change oriented climate and culture among the staff;
- Student incentives focusing on discipline and grades were scheduled quarterly to increase overall achievement and impact the student/family culture of the school;
- Literacy was supported school wide with every classroom expected to utilize Achieve 3000, to support the content areas, as well as utilizing the RADS approach to responding (restate, answer, details, summarize);
- Coaches and administration were assigned to each discipline and planned together weekly to create standards-based lessons that were engaging and went to the full extent of the standard;
- Classroom walk-throughs were increased for all teachers, both evaluative and non-evaluative, as a basis for the coaching model;
- Classroom sets of computers were increased by three more;
- Title One money was utilized to hire a Science Coach in November and fund an additional unit in Reading;
- Classroom teachers also conducted walk-throughs of their peers. This non-evaluative approach opened dialogue about trends in classroom instruction and increased self-reflection from an external and cross-departmental perspective;
- Professional development was provided weekly;
- New Teacher Meetings were conducted monthly on various topics for over 19 new staff members;
- Overall Teacher Evaluations were Effective and a few were Highly Effective;
- Data chats were facilitated by department chairs in addition to coaches and administration.
- School climate and culture has improved. Quarterly surveys are conducted to garner staff input in decisions to increase buy-in to the changes that occurred though out the year;
- Staff attendance increased from an average 168 total absences in 2014-15 to an average 65 in 2015-16. Incentives were put in place monthly to recognize staff efforts.

The chart below represents how the changes impacted the data:



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Mrs. Gregory has been able to steer Kathleen Middle into receiving the highest performance proficiency in the district on the Algebra EOC with an increase from 34% to 91% of the students passing. Geometry also showed an increase with an increase from 50% to 73%. Out of 127 schools in the district receiving grades this year in Polk County, Kathleen Middle was ranked number 5 in increased overall performance that brought the school from a 29 “F” to a 39 “D” for the 2015-2016 school year.

Mrs. Gregory is no stranger to challenges or to the community in which she has driven tirelessly to develop an expertise in. Beginning her extensive career in education in March 1992, Mrs. Gregory began as a replacement for a Gifted Teacher at Churchwell Elementary. By the start of the next school year, she was transferred to Griffin Elementary where she spent the following three years working with the district to introduce the Inclusion Model to Polk County. In July 1995, she was transferred to Wendell Watson Elementary for the next ten years where she taught all grade levels with primary focus on Fourth Grade.

Seeking to broaden her career, she applied for and was appointed as Reading Coach at Kathleen High School. During her two-year tenure she became the lead coach for secondary schools in Polk County. She earned her Reading Endorsement and became a district facilitator for Reading Competencies 4, 5, and 6.

In April 2006, she was appointed the Assistant Principal of Lake Marion Creek, Polk County’s first modular school. The school held many challenges during the first year. Among those included a first year Principal from out of state, an initial projected enrollment of 750 that climbed to well over 1400 in the first year that subsequently caused a lack of certified personnel to cover the additional classrooms as they were added.

In July 2007, Mrs. Gregory was transferred back to Kathleen Elementary to work with another new Principal to Polk County. She was able to use her ties to the community to help maintain the school grade of “B” the first year. During her second year the grade rose to an

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“A” and the final year of her tenure the school graded as a “B”.

In July 2010, the Superintendent requested Mrs. Gregory to complete her Principal Internship at a local middle school, Sleepy Hill Middle under a newly transferred principal. During her time there, Mrs. Gregory worked with all areas on leadership with a strong focus on curriculum and staff development. The school remained a “C” during this transitional period.

In July 2011, in another request made for Mrs. Gregory’s highly developed and proficient skillsets, she was asked to work with another local school due to extensive health issues faced by that school’s current principal. Mrs. Gregory implemented and monitored all MTSS/RTI interventions. In July 2012, Mrs. Gregory was appointed Acting Principal of Denison Middle School and appointed Principal in March 2013.

### Public and Collaborative Teaching:

The new scheduling plan for Kathleen Middle provides two planning periods for teachers. According to the signed Memorandum of Understanding (MOU), *teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated professional development period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The planning period will be used for teachers to accomplish the individual work and preparation for teaching.* Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

These change in the scheduling model resulted in the district allocating an additional 3 instructional units (1 math, 1 elective, and 1 discretionary unit).

### Ambitious Instruction:

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Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
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- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

During the 2015-2016 school year, the district entered into a partnership with United Way to pilot an Early Warning Coordinator position at Kathleen Middle School. The position was funded by United Way and designed to provide wraparound support for students at the

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school through student counseling, community outreach and partnerships, and family engagement. Upon initial review of the school's Early Warning System data, 68 students were identified as being "Extremely Off Track" according to the ten indicators tracked weekly in the system. The coordinator began with individual counseling and consultations with each student and went to work from there. In some cases, students just needed to know someone really cared about them. In other more severe cases, home visits were initiated and community resources such as clothing and food were secured for the children and their families. Students were tracked, monitored and counseled throughout the year, and the school was able to reduce the rate of Extremely Off Track students by over 60% by the end of the school year.

In an effort to respond to the needs of the whole child, the district has embarked on a path toward implementing CHAMPS and additional classroom and whole-school strategies on behalf of students. The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the schools has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The new scheduling model addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

While the school employs dedicated content area coaches in reading, mathematics, and science, additional units have been allotted for academic and behavior interventionists. The academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule. The schedule allows them to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionists' schedules are updated accordingly. As part of the schools' leadership teams, the interventionists will meet weekly to discuss and analyze discipline and behavior data. Similar to the academic interventionists, a schedule will be created to allow counseling and mediation to be provided for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, the school, and the AMO to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

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Included in the design of the scheduling model for TOP schools will be the inclusion of a Critical Thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build “skill sets” in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.

### Family and Community Engagement:

The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
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In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

## 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.

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During the 2015-16 school year, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) as well as with the Turnaround Option Plan (TOP) schools to discuss the Hybrid Option (incorporating both District Managed Turnaround and External Partnerships) as the best option.

In addition, the District began to build several partnerships with external experts including Educational Directions, the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the TOP schools.

### 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.

The Polk County School District is in the process of developing a new Strategic Plan for 2016-2021 with the appointment of a new Superintendent, Mrs. Jacqueline Byrd, in April of 2016. The District analyzed student performance data and compared results with school, district, and national trends. The data has been shared with the community for input and feedback, and the School Board is set to adopt the new plan in August 2016.

#### Methodology

The process began with the Superintendent collecting stakeholder input on the previously identified data trends via surveys and public forums. All told, this process included meetings and data collection with administrators, students, teachers, parents, employees, and community members such as churches, local businesses, and citizen advocates from across the district, which included representation from the TOP schools.

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

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Stakeholders were invited to provide feedback on the Strategic Plan goals.

The Superintendent also spent an extensive amount of time with the District’s Leadership Team to assess what is working well and identify areas of improvement. This included a thorough analysis of the current state of teaching and learning as demonstrated by student achievement and performance gaps. The district also collaborated with the Bureau of School Improvement’s Regional Executive Director to complete a review of practices and procedures identified within the TOP Implementation Rubric. This process allowed the Superintendent to identify specific areas of improvement in the 5 Essential Domains. The initial scoring is indicated on the chart below:

	<b>Emerging</b>	<b>Developing</b>	<b>Operationalizing</b>	<b>Optimizing</b>
	The District and School Assess & Communicate	The District and School Design Activities	The District and School Implement Action Plans	The District and School Implement Systems
<b>Multi-Tiered Systems of Support (MTSS)</b>	x			
<b>Standards-Based Instruction</b>		x		
<b>Differentiated Instruction</b>		x		
<b>Increased Learning Time</b>	x			
<b>Professional Development</b>		x		
<b>Family and Community Engagement</b>		x		
<b>Staff Recruitment and Retention</b>	x			
<b>Operational Flexibility</b>	x			
<b>Sustainable Practice</b>	x			

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

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### Risk Factor Analysis Indicators

#### Student Achievement Data

Use the Academic Outcome Plot chart in CIMS

By taking note of performance and growth trends for particular grade-cell subgroups, even a historically higher performing school may show a "risk factor"



#### Leadership

- A first year principal needs additional support regardless of talent levels.
- A principal new to a school faces additional challenges.
- A principal who has been at a school showing 2 years of more of declining student achievement data is in need of some additional support.

Beginning Principal or Principal that has shown a decline.	+2
Principal new to the school; has experience yet no trend data at this school.	+1
Principal with demonstrated success at current school.	+0



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

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### Supportive Environment

- Schools that have a higher rate of student absenteeism than other schools in the district are at risk.
- Schools that have a higher rate of student discipline referrals than other schools in the district are at risk.

Student absentee or discipline referral rates are 5% or greater than the district average.	+2
Student absentee or discipline referral rates are 1% or greater than the district average.	+1
Student absentee or discipline referral rates are less than 1% above the district average.	+0

### Educator Quality

- Schools that have higher than 24% of teachers new to teaching.
- Schools that have higher than 24% of teachers new to teaching within 3 years .
- Teacher absenteeism is higher than the district average.

Over 25% of the teachers are new to teaching or teacher absenteeism is 5% or greater than the district average.	+2
Less than 25% of the teachers are new to teaching, however 25% or more of the teachers have taught less that 3 years at this school or teacher absenteeism is 1% or greater than the district average.	+1
Less than 25% of the teachers are new to teaching, and over 25% of the teachers have taught at this school for at least 3 years. Teacher absenteeism is less than 1% over the district average.	+0

### Summary of Results

Below is a review of trend and current data for each of the five TOP schools. District, regional, and school leadership engaged in a deep analysis of the data, in particular the areas where the school demonstrated losses or only moderate gains. Beyond reviewing student achievement data, the Bureau of School Improvement assisted the district in performing a Risk Factor Analysis (RFA) for each school. The data included effective leadership indicators, student discipline and attendance, and educator quality, which included teacher experience, performance, and attendance. As part of the team’s root-cause analysis the data review considered the following questions: *What were the barriers that caused school performance results to decline? Were there challenges in personnel, resources, master schedule, attendance, discipline, monitoring, coaching, and instructional practices? And What can be done to overcome these barriers to improve student learning?*

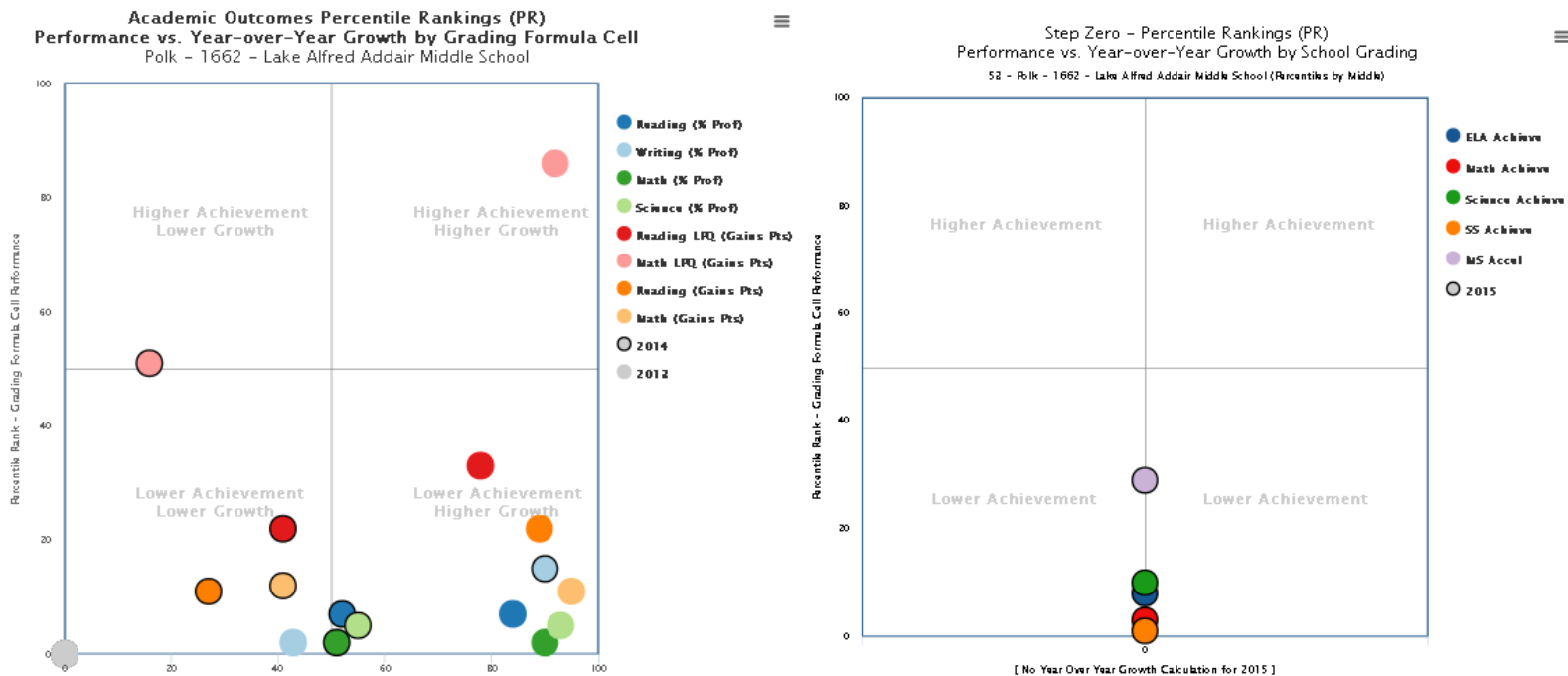
### Lake Alfred-Addair

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

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The chart below on the left shows the percentile ranking of the school and year-over-year growth for 2013-14. The chart on the right shows the percentile ranking of the school for 2014-15. For 2015, learning gains and growth were not calculated and year-over-year growth will not be available until 2016 results are updated in FLDOE's Step Zero tool at [www.floridacims.org](http://www.floridacims.org).

As indicated in the table on the left, the only area where growth occurred between 2013 and 2014 was in writing, which was still a nominal gain. In 2015, the only significant gain was in science, however, the scores still place the school in the low achievement level and lower growth level.



Below is a table of 2015-16 FSA data released to date (July 27, 2016). Progress was made in 7<sup>th</sup> grade ELA and Civics, which saw a significant gain of 12%. Scores declined in the other areas, however, and a particular concern was the 30% drop in the Geometry EOC pass rate.

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

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Lake Alfred-Addair Middle School			
	2015	2016	Change
Grade 6 ELA	23	20	-3
Grade 7 ELA	17	23	6
Grade 8 ELA	32	32	0
Grade 6 Math	18	12	-6
Grade 7 Math	23	20	-3
Grade 8 Math	15	14	-1
Algebra 1 EOC	60	52	-8
Geometry EOC	87	57	-30
Grade 8 Science	25	23	-2
Civics EOC	24	36	12

The chart below contains the data from the Risk Factor Analysis completed in collaboration with the Bureau of School Improvement. Student achievement data includes all state assessment data. The Leadership category considers the length of time the principal has been at the school as well as the number of years of overall experience as a principal. The Supportive Environment category evaluates student attendance and discipline data, and the Educator Quality category includes teacher experience and attendance. The school was under the leadership of a first-year principal who resigned in March 2016. Both discipline and attendance rated poorly against the district average. Finally, while overall teacher attendance was above the district average, the Educator Quality rating suffered due to an abundance of vacancies and inexperienced teachers.

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Total Indicator Points	Total Indicator Points	
LAKE ALFRED ADDAIR	3	2	2	1	8	0-3 = Green	4-7 = Yellow
						8-10 = Red	

After review of the data sets, the needs assessment pointed to the urgency to address the leadership, the supportive environment and educator quality at this school and make necessary changes. Although discussed in further detail in the Needs Assessment Summary of Results section of this plan, the following actions have been taken to address the deficiencies in the data:

Leadership: The Superintendent placed a sitting Regional Assistant Superintendent with a proven track record of school improvement into the principal position in order to provide strong leadership for the school.

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

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***Supportive Environment:*** A new assistant principal with strong ties to the community and a background in discipline and behavior management has been added to the administrative staff of the school. The school has completed a discipline plan, has been trained in CHAMPs, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school now employs a behavioral interventionist and is being supported by a district level Success Coach who will be responsible for tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

***Educator Quality:*** Teachers with Unsatisfactory VAM scores have been removed, and the vacant positions have been incentivized via a Memorandum of Understanding (MOU) with the bargaining unit to recruit and retain Effective and Highly Effective teachers. Teachers with Needs Improvement ratings who remain at the school have been placed on Professional Development Plans and will be monitored for effectiveness. The principal has been given operational flexibility to remove the teacher mid-year if necessary improvements are not being made. The Superintendent met with the staff of the school to explain the MOU and allow for questions and clarification. Upon conclusion of the conversation, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site. The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with these teachers face to face, several accepted the challenge and have been staffed accordingly.

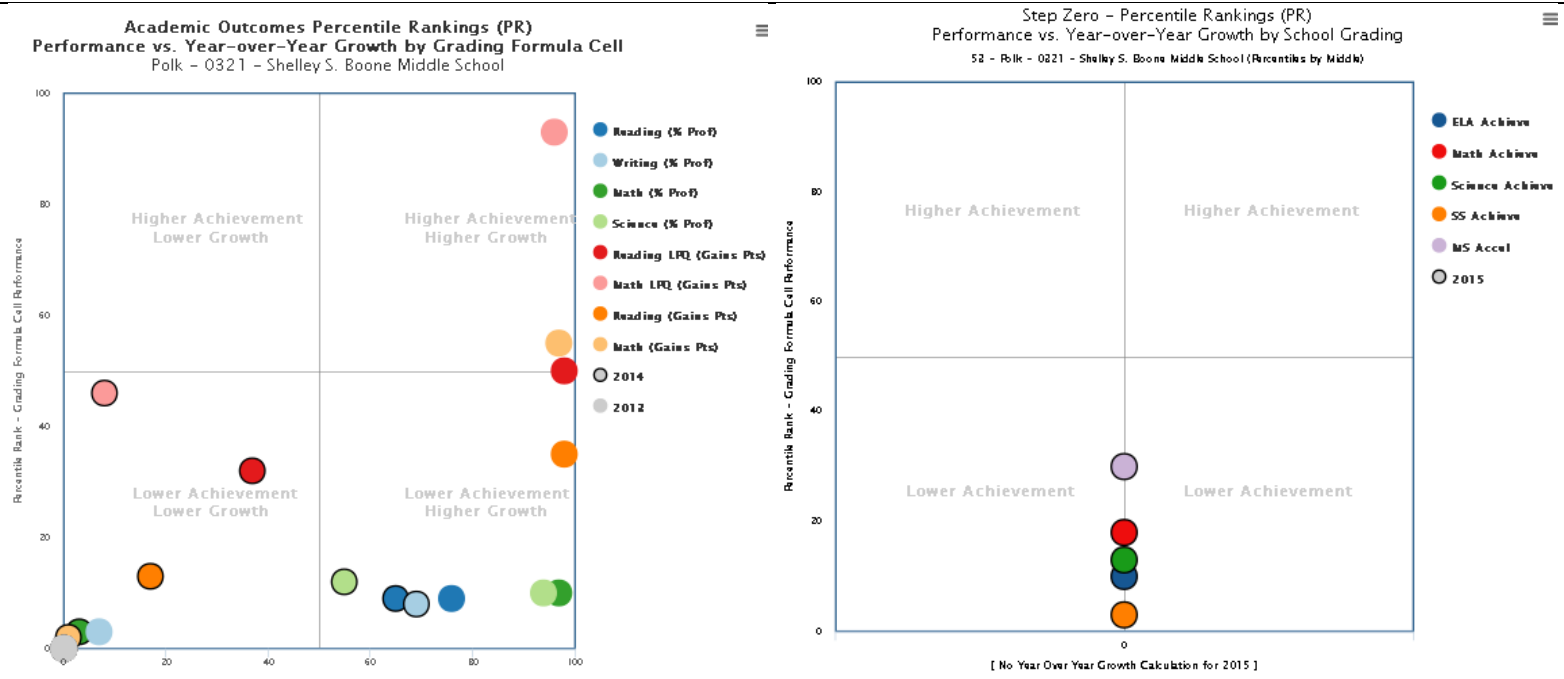
### **Shelley Boone Middle**

The chart below on the left shows the percentile ranking of the school and year-over-year growth for 2013-14. The chart on the right shows the percentile ranking of the school for 2014-15. For 2015, learning gains and growth were not calculated and year-over-year growth will not be available until 2016 results are updated in FLDOE's Step Zero tool at [www.floridacims.org](http://www.floridacims.org).

As indicated in the table on the left, the only area where growth occurred between 2013 and 2014 was in writing, which was still a very slight gain. In 2015, the only slight gain was in science, however, the scores still place the school in the low achievement level. Mathematics represents the steepest downward trend over the three year time period.

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

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Below is a table of 2015-16 FSA data released to date (July 27, 2016). While the school had gains in the three EOC categories (Algebra, Geometry and Civics), achievement data dropped at each level. Of particular concern is the 12% drop in 6<sup>th</sup> grade mathematics.

Shelley S. Boone Middle School			
	2015	2016	Change
Grade 6 ELA	23	20	-3
Grade 7 ELA	26	23	-3
Grade 8 ELA	30	28	-2
Grade 6 Math	27	15	-12
Grade 7 Math	33	25	-8
Grade 8 Math	32	29	-3
Algebra 1 EOC	63	66	3
Geometry EOC	63	83	20
Grade 8 Science	25	24	-1
Civics EOC	32	39	7

The chart below contains the data from the Risk Factor Analysis completed in collaboration with the Bureau of School Improvement. Student achievement data includes all state assessment data. The leadership category considers the length of time the principal has been at the school as well as the number of years of overall experience as a principal. The Supportive Environment category evaluates student attendance and discipline data, and the Educator Quality category includes teacher experience and attendance. The school was under the

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leadership of a third-year principal who has been replaced for the 2016-2017 school year. Both discipline and attendance rated poorly against the district average. Finally, while overall teacher attendance was above the district average, the rating suffered due to an abundance of vacancies and inexperienced teachers.

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Total Indicator Points	
BOONE MIDDLE	4	2	2	1	9	
						0-3 = Green
						4-7 = Yellow
						8-10 = Red

After review of the data sets, the needs assessment points to the urgency to address the leadership, the supportive environment and educator quality at his school and make necessary changes. Although discussed in further detail in the Needs Assessment Summary of Results section of this plan, the following actions have been taken to address the deficiencies in the data:

Leadership: The Superintendent replaced the existing principal and assigned leader with a proven track record of school improvement into the role in order to provide effective leadership for the school.

Supportive Environment: A new assistant principal with a background in discipline and behavior management has been added to the administrative staff of the school. The school has completed a discipline plan, has been trained in CHAMPs, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school now employs an Early Warning Coordinator (funded by United Way), a behavioral interventionist, and is being supported by a district level Success Coach who will be responsible for tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students. Parents and guardians were notified via mail and through the district website (in multiple language formats) of their options with school choice and Opportunity Scholarships. Upon closure of the application window, students were placed and are being monitored quarterly for continual support of academic, behavior, and attendance needs.

Educator Quality: Teachers with Unsatisfactory VAM scores have been removed, and the vacant positions have been incentivized via a Memorandum of Understanding (MOU) with the bargaining unit to recruit and retain Effective and Highly Effective teachers. Teachers with Needs Improvement ratings who remain at the school have been placed on Professional Development Plans and will be monitored

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for effectiveness. The principal has been given operational flexibility to remove the teacher mid-year if necessary improvements are not being made. The Superintendent met with the staff of the school to explain the MOU and allow for questions and clarification. Upon conclusion of the conversation, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site. The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with these teachers face to face, several accepted the challenge and have been staffed accordingly.

### **Westwood Middle**

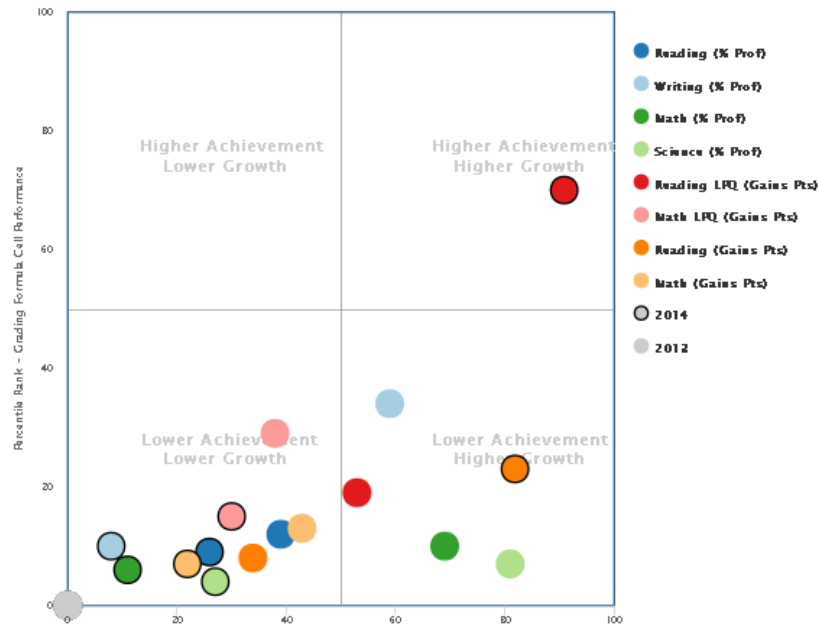
The chart below on the left shows the percentile ranking of the school and year-over-year growth for 2013-14. The chart on the right shows the percentile ranking of the school for 2014-15. For 2015, learning gains and growth were not calculated and year-over-year growth will not be available until 2016 results are updated in FLDOE's Step Zero tool at [www.floridacims.org](http://www.floridacims.org).

In the table on the left, slight gains are indicated in overall reading gains, and more significant gains were made in reading gains for students in the lowest quartile between 2013-2014. Other areas continue to trend downward.

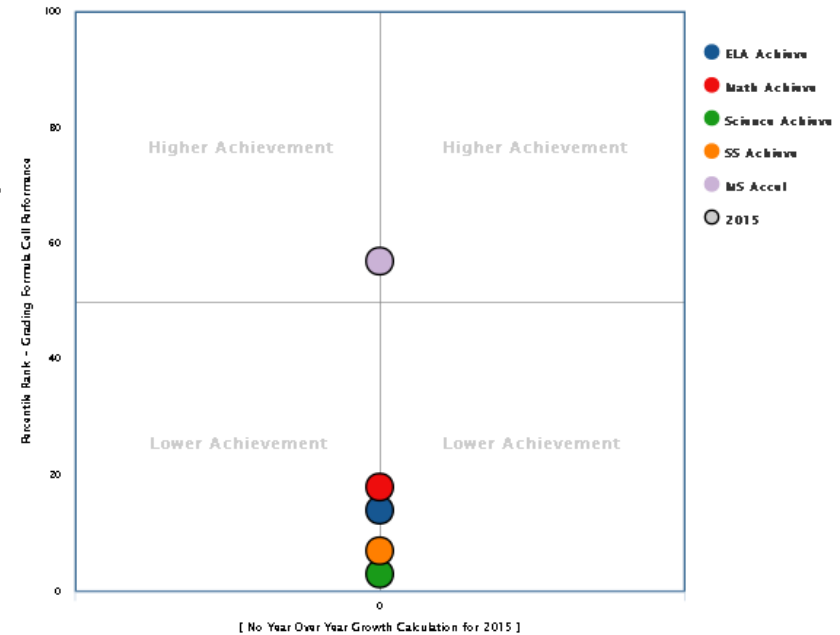
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**Academic Outcomes Percentile Rankings (PR)  
Performance vs. Year-over-Year Growth by Grading Formula Cell**  
Polk - 0571 - Westwood Middle School



**Step Zero - Percentile Rankings (PR)  
Performance vs. Year-over-Year Growth by School Grading**  
52 - Polk - 0571 - Westwood Middle School (Percentiles by Middle)



Below is a table of 2015-16 FSA data released to date (July 27, 2016). The school made gains in 6<sup>th</sup> grade ELA, 8<sup>th</sup> grade math, Geometry, Science, and Civics but fell behind in the remaining categories. Along with a 5% drop in 7<sup>th</sup> grade ELA, the school faces a significant challenge in mathematics.

Westwood Middle School			
	2015	2016	Change
Grade 6 ELA	30	31	1
Grade 7 ELA	31	26	-5
Grade 8 ELA	36	35	-1
Grade 6 Math	35	21	-14
Grade 7 Math	30	23	-7
Grade 8 Math	22	27	5
Algebra 1 EOC	93	87	-6
Geometry EOC	94	95	1
Grade 8 Science	21	22	1
Civics EOC	36	49	13

The chart below contains the data from the Risk Factor Analysis completed in collaboration with the Bureau of School Improvement. Student achievement data includes all state assessment data. The leadership category considers the length of time the principal has been at



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the school as well as the number of years of overall experience as a principal. The Supportive Environment category evaluates student attendance and discipline data, and the Educator Quality category includes teacher experience and attendance. The school was under the leadership of a second-year principal. Both discipline and attendance rated poorly against the district average. Finally, while overall teacher attendance was above the district average, the rating suffered due to an abundance of inexperienced teachers.

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Total Indicator Points	
WESTWOOD MS	4	2	2	1	9	
						0-3 = Green
						4-7 = Yellow
						8-10 = Red

After review of the data sets, the needs assessment points to the urgency to address the leadership, the supportive environment and educator quality at this school and make necessary changes. Although discussed in further detail in the Needs Assessment Summary of Results section of this plan, the following actions have been taken to address the deficiencies in the data:

Leadership: To continue the growth and support of the third-year principal, the Superintendent has assigned a veteran principal with a proven track record of school improvement to serve as a mentor.

Supportive Environment: A new assistant principal with strong ties to the community and a background in discipline and behavior management has been added to the administrative staff of the school. The school has completed a discipline plan, has been trained in CHAMPs, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school now employs a behavioral interventionist and is being supported by a district level Success Coach who will be responsible for tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students. Parents and guardians were notified via mail and through the district website (in multiple language formats) of their options with school choice and Opportunity Scholarships. Upon closure of the application window, students were placed and are being monitored quarterly for continual support of academic, behavior, and attendance needs.

Educator Quality: Teachers with Unsatisfactory VAM scores have been removed, and the vacant positions have been incentivized via a Memorandum of Understanding (MOU) with the bargaining unit to recruit and retain Effective and Highly Effective teachers. Teachers

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with Needs Improvement ratings who remain at the school have been placed on Professional Development Plans and will be monitored for effectiveness. The principal has been given operational flexibility to remove the teacher mid-year if necessary improvements are not being made. The Superintendent met with the staff of the school to explain the MOU and allow for questions and clarification. Upon conclusion of the conversation, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site. The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with these teachers face to face, several accepted the challenge and have been staffed accordingly.

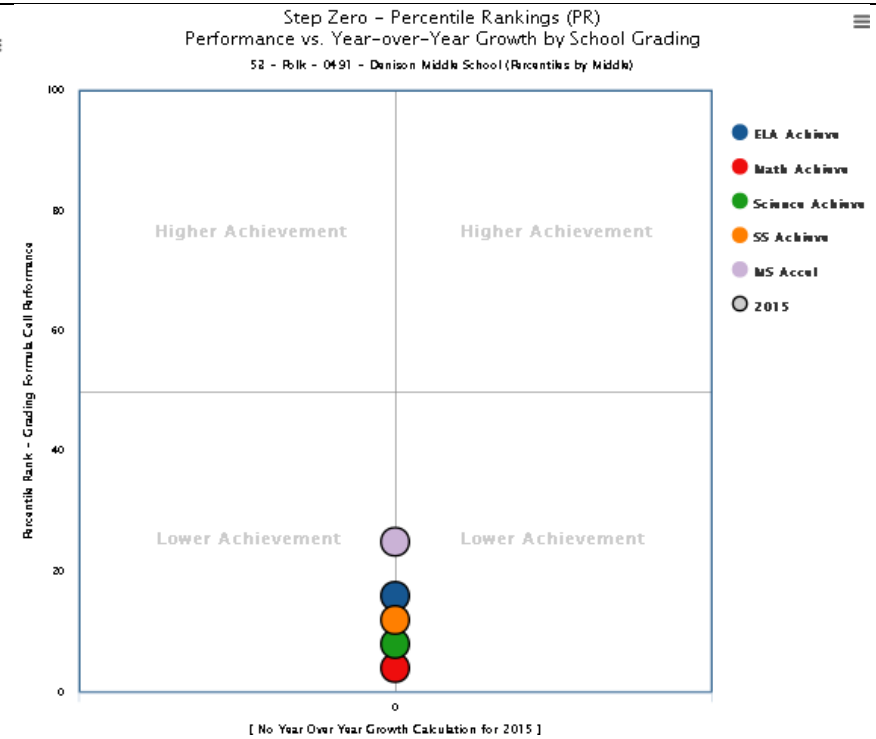
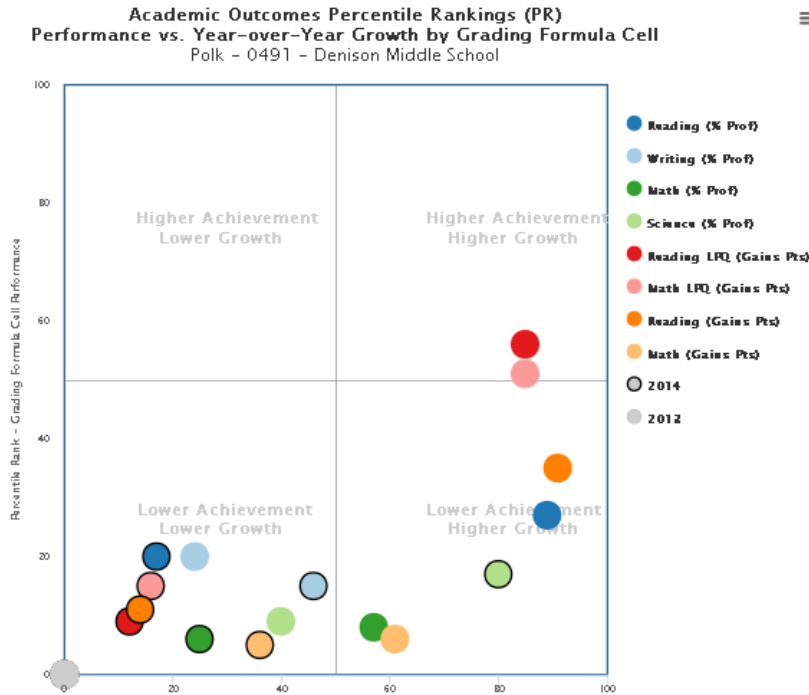
### **Denison Middle**

The chart below on the left shows the percentile ranking of the school and year-over-year growth for 2013-14. The chart on the right shows the percentile ranking of the school for 2014-15. For 2015, learning gains and growth were not calculated and year-over-year growth will not be available until 2016 results are updated in FLDOE's Step Zero tool at [www.floridacims.org](http://www.floridacims.org).

Trend data shows a decline in overall growth in every area except science, which is still in the "Lower Achievement" range. The steepest decline is demonstrated in both reading and mathematics gains for students in the lowest quartile.

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Below is a table of 2015-16 FSA data released to date (July 27, 2016). Students made progress in 7 of the 10 categories, with double digit gains in 6<sup>th</sup> grade ELA and Algebra. Of the three areas that declined, the 6% drop in 8<sup>th</sup> grade ELA was the largest.

	Denison Middle School		
	2015	2016	Change
Grade 6 ELA	27	40	13
Grade 7 ELA	29	31	2
Grade 8 ELA	43	37	-6
Grade 6 Math	16	23	7
Grade 7 Math	26	24	-2
Grade 8 Math	15	22	7
Algebra 1 EOC	42	54	12
Geometry EOC	60	58	-2
Grade 8 Science	26	27	1
Civics EOC	43	50	7

The chart below contains the data from the Risk Factor Analysis completed in collaboration with the Bureau of School Improvement. Student achievement data includes all state assessment data. The leadership category considers the length of time the principal has been at

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the school as well as the number of years of overall experience as a principal. The Supportive Environment category evaluates student attendance and discipline data, and the Educator Quality category includes teacher experience and attendance. The school was under the leadership of a second-year principal with this being her first year at Denison Middle. Both discipline and attendance rated poorly against the district average. Finally, the school rated well in terms of teacher experience and attendance being on par with district averages.

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Total Indicator Points	
DENISON MS	4	1	2	0	7	
						0-3 = Green
						4-7 = Yellow
						8-10 = Red

After review of the data sets, the needs assessment points to the urgency to address the leadership and the supportive environment at this school and make necessary changes. Although discussed in further detail in the Needs Assessment Summary of Results section of this plan, the following actions have been taken to address the deficiencies in the data:

**Leadership:** To continue the growth and support of the second-year principal, the Superintendent has assigned a veteran principal with a proven track record of school improvement to serve as a mentor.

**Supportive Environment:** The school has completed a discipline plan, has been trained in CHAMPs, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school now employs a behavioral interventionist and is being supported by a district level Success Coach who will be responsible for tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students. Parents and guardians were notified via mail and through the district website (in multiple language formats) of their options with school choice and Opportunity Scholarships. Upon closure of the application window, students were placed and are being monitored quarterly for continual support of academic, behavior, and attendance needs.

**Educator Quality:** Teachers with Unsatisfactory VAM scores have been removed, and the vacant positions have been incentivized via a Memorandum of Understanding (MOU) with the bargaining unit to recruit and retain Effective and Highly Effective teachers. Teachers with Needs Improvement ratings who remain at the school have been placed on Professional Development Plans and will be monitored for effectiveness. The principal has been given operational flexibility to remove the teacher mid-year if necessary improvements are not

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being made. The Superintendent met with the staff of the school to explain the MOU and allow for questions and clarification. Upon conclusion of the conversation, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site. The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with these teachers face to face, several accepted the challenge and have been staffed accordingly.

### **Kathleen Middle**

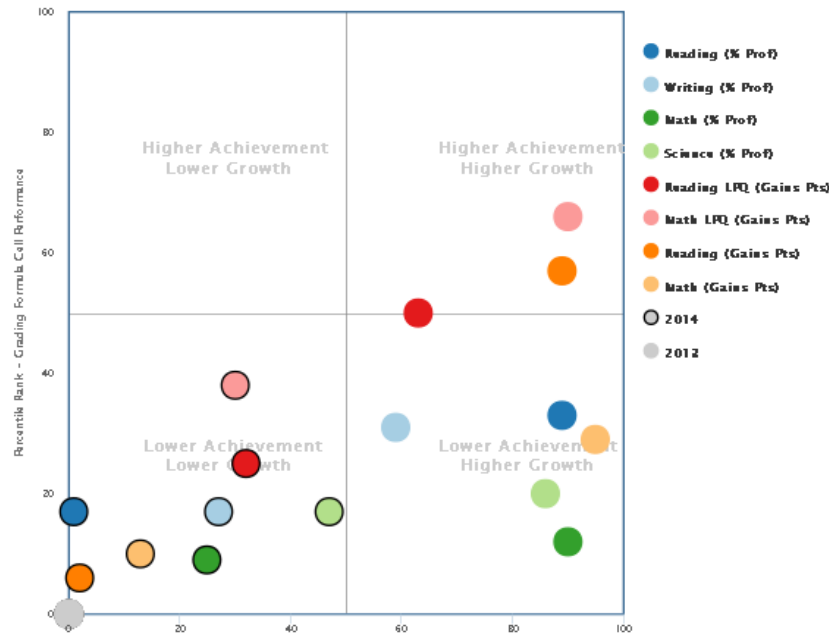
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A downward trend in all areas is indicated from 2013-2014 and continued in 2015 with the steepest declines being in overall reading gains and math gains for students in the lowest quartile.

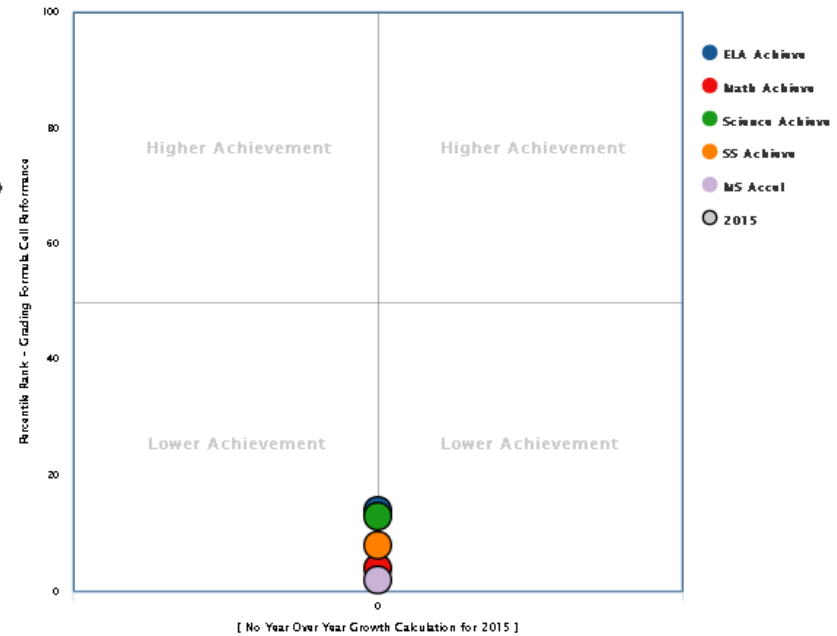
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**Academic Outcomes Percentile Rankings (PR)  
Performance vs. Year-over-Year Growth by Grading Formula Cell**  
Polk - 1191 - Kathleen Middle School



**Step Zero - Percentile Rankings (PR)  
Performance vs. Year-over-Year Growth by School Grading**  
52 - Polk - 1191 - Kathleen Middle School (Percentiles by Middle)



Below is a table of 2015-16 FSA data released to date (July 27, 2016). Student achievement improved in 8 of the 10 categories and saw significant improvement in 7<sup>th</sup> grade math (12%), Algebra (57%), Geometry (23%) and Civics (12%). Of the two areas that declined, the 5% drop in 6<sup>th</sup> grade math was the largest.

	Kathleen Middle School		
	2015	2016	Change
Grade 6 ELA	33	32	-1
Grade 7 ELA	24	31	7
Grade 8 ELA	31	35	4
Grade 6 Math	29	24	-5
Grade 7 Math	20	32	12
Grade 8 Math	17	23	6
Algebra 1 EOC	34	91	57
Geometry EOC	50	73	23
Grade 8 Science	28	30	2
Civics EOC	40	52	12

The chart below contains the data from the Risk Factor Analysis completed in collaboration with the Bureau of School Improvement.

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Student achievement data includes all state assessment data. The leadership category considers the length of time the principal has been at the school as well as the number of years of overall experience as a principal. The Supportive Environment category evaluates student attendance and discipline data, and the Educator Quality category includes teacher experience and attendance. The school was under the leadership of an experienced principal with this being her first year at Kathleen Middle. Both discipline and attendance rates rated poorly against the district average. Finally, while overall teacher attendance was above the district average, the rating suffered due to an abundance of inexperienced teachers.

School	Student Achievement	Leadership	Supportive Environment	Educator Quality	Total Indicator Points	
KATHLEEN MS	4	2	2	1	9	
						0-3 = Green
						4-7 = Yellow
						8-10 = Red

After review of the data sets, the needs assessment points to the urgency to address the leadership, the supportive environment and educator quality at this school and make necessary changes. Although discussed in further detail in the Needs Assessment Summary of Results section of this plan, the following actions have been taken to address the deficiencies in the data:

Leadership: After the school received an F in 2015, an experienced principal with strong ties to the community was assigned to the role. In one year, the school improved in all but two achievement categories and was close to earning a C. Discipline and attendance rates improved significantly as well. With this in mind, however, the Superintendent has assigned a veteran principal with a proven track record of school improvement to serve as a mentor.

Supportive Environment: A new assistant principal with a background in discipline and behavior management has been added to the administrative staff of the school. The school has completed a discipline plan, has been trained in CHAMPs, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school now employs an Early Warning Coordinator (funded by United Way), a behavioral interventionist, and is being supported by a district level Success Coach who will be responsible for tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: Teachers with Unsatisfactory VAM scores have been removed, and the vacant positions have been incentivized via a

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Memorandum of Understanding (MOU) with the bargaining unit to recruit and retain Effective and Highly Effective teachers. Teachers with Needs Improvement ratings who remain at the school have been placed on Professional Development Plans and will be monitored for effectiveness. The principal has been given operational flexibility to remove the teacher mid-year if necessary improvements are not being made. The Superintendent met with the staff of the school to explain the MOU and allow for questions and clarification. Upon conclusion of the conversation, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site. The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with these teachers face to face, several accepted the challenge and have been staffed accordingly.

### 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.



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In order to address the Turnaround Option Plan (TOP) and to support the selection of Option 5: Hybrid, Polk County Public Schools entered into a contract with an Academic Management Organization (AMO) “Educational Directions” to work collaboratively with the district to support the identified TOP schools based upon results from the Needs Assessment completed by the district for each school. It was determined based on the Needs Assessment that Effective Leadership for administrators in developing strategic systems for Student Achievement, and Educator Quality were areas of concern. This company specializes in supporting administrators in focusing on proven, effective strategies to ensure that systems are in place at each school that will yield results. This partnership will assist in redesigning the way the district will support the TOP schools, based on the premise that, dramatically and systemically improving these schools happens first by fixing policies, structures and providing valued incentives for teachers and staff. By focusing on a mutual commitment to dramatically improve student achievement through establishing clear goals and metrics, Educational Directions positions itself and commits to building internal capacity and ensuring the sustainability of interventions which will be described here. Educational Directions has a proven track record of turning around chronically underperforming schools and introducing new models to drive and sustain bold reforms within urban districts. Their record includes the following data to support the rationale for Polk County selecting this company as a partner in reshaping the way of work for the TOP schools.

School	2014-2015	2013 - 2014	Consultant
Jere Stambaugh Middle School	C	D	Tom Carter
Rochelle School of the Arts	B	C	Butch Martin
Carlton Palmore Elementary School	C	D	Robert Knight
Polk City Elementary School	C	D	Robert Knight
Haines City High School	C	C	Butch Martin
Lake Region High School	C	C	Butch Martin

### Strategic Pilot Efforts from 2014-15

Upon release of school grades in 2014, the district began exploring multiple options to build capacity of school administrators. Among the partnerships created, the district contracted with several experienced consultants to act as principal mentors for select schools during 2014-2015. Six school administrators were selected to receive monthly support from Educational Directions consultants. The consultants are listed within the chart below.

The school grades of four of the six schools with Educational Directions consultants improved, and two remained the same. Further analysis of the results led the district to identify the support of the Educational Directions consultants as demonstrably effective. It should also be noted that the amount of time and support each consultant provided to the identified schools was limited to 2-3 days per

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consultant per month. In that time, however, the following strategies were identified as effective and will be continued in greater depth in the new plan. Educational Directions was not considered as an AMO but was utilized as support for administrators.

- Inventory school and district resources to make sure that all are readily available and used effectively and intentionally
- Use existing cognitive and non-cognitive patterns that present barriers to student performance
- Identify strategies that are short-term but provide immediate gains as opposed to strategies that are long-term and eliminate the performance concerns
- Ensure that the school has appropriate plans for all underperforming students and systems
- Ensure that school leadership teams develop and implement comprehensive plans for students in each portion of the learner year.
- Administrator mentor and advisor

### **Above and Beyond AMO Support**

#### **Executive Principal Background, Track Record, and Role**

A new initiative piloted in 2015-2016 was the creation of Executive Principals. Assigned to the Office of School Improvement/Turnaround was Patricia Barnes. Mrs. Barnes previously served Polk County as a middle school principal (Mulberry Middle - 8 years) and high school principal (Mulberry Senior -7 years). During her time as a middle school principal, she was instrumental in framing the work for her instructional staff, uniting the community, increasing student achievement and creating for students a safe and orderly environment in which learning could take place. Routine mini-assessments were imbedded in the curriculum, paired with strong remediation opportunities for student and ongoing data chats illustrating the desired outcomes, resulted in the movement of the school grade from “C” to “B” (2006), “B” (2007) and “A” (2008). At the high school level, administrators and teachers were trained under her leadership to routinely review data and to use the data to make “intentional instructional” changes. Her skill-set helped propel the school to move from a “D” to “B” (2010). Mrs. Barnes is a strong disciplinarian whose routines and rituals aided in the reduction of referrals in both schools and increased student attendance by creating the environment conducive to learning. Within her role as Executive Principal, she will serve as a support to the principals at TOP schools, helping them design a laser-like focus in prioritizing the daily functions of an effective principal while moving student achievement. Leaders will learn how to be ahead of the data aggregation and will develop and implement plans of actions for delivery that impact student learning to their various stakeholders. Collaboratively they will ensure the implementation of both the TOP and SIP plans.

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### **Educational Directions - AMO Background**

"Educational Directions", LLC was started in 1998 by Frank DeSensi who is currently the founder and president of the company which consults with schools and school districts in the Southeast and Midwest United States. A retired educator, Frank spent thirty-five years in a variety of teaching and administrative positions; He taught at the university, college, middle school, and secondary levels, worked in the central office as curriculum specialist, and helped both principal, assistant principal positions.

From 1993 to 1998, Frank served as a Kentucky Distinguished Educator (DE), assisting schools that had been labeled "in decline" or "in crisis" status under the provisions of the Kentucky Education Reform Act. Frank served as a trainer in the Kentucky Leadership Academy, and with two others, he has patented three data-management systems for schools. In 2011, he led the development of an Academic Management Organization (AMO) approach as an alternative to the education management organization option for turnaround schools.

In the beginning, most of the company's focus was on providing training for teachers. That focus soon evolved into trainings for educational leaders and central office staff and into coaching principals, central office leaders and teachers. He learned, for example, that changing planning processes or teaching strategies doesn't work if a district fails to address the thinking patterns that shape the way schools interpret the plans. His research, however, indicated that student performance rests on what he calls the 5 "Legs", and *all legs* affect performance. He knew that if a school's planning, program and curriculum did not assess and develop all 5 legs, student learning and knowing will occur but still fail to "pass" assessments.

As he imbedded sustainable research into the way of work, it became obvious that the one dimensional approach of the "education model" must be abandoned. The new model had to enable educators to probe scores, determine cause, then design systems, class procedures and student assistance programs that would eliminate the real cause of poor performance. He found that research and best practices were relevant and became "best practices" only when they address student need. Basically stating that there was no "magic bullet." His company's current planning model is the foundation of the way it works with schools and school districts. It emphasizes the following 3 areas:

1. **CHANGE THE THINKING**
2. **BUILD STUDENT FOCUSED PLANS**
3. **CREATE THE SYSTEMS NEEDED FOR THE PLANS TO WORK.**

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This is accomplished by using the "5 Legged" Model developed by their company to increase student achievement and turning around schools.

**"Knowledge"** is the first leg. State assessments establish expectations for all students. To meet these expectations, each student must "own" the learnings (concepts, tasks, and thinking) required. This "critical vocabulary" must not only be known but must be "operational." If the critical learnings are not known or are not operational, students cannot perform required tasks. The knowledge base must be "congruent" to the task for the student to reach potential. Alternative languages and level experience will produce a gap between potential and performance.

**"Attitude"** is the second leg. The student must "know" the learning required, but that is not enough. He/she must be willing to perform the tasks required and invest "best effort" on every part of the assessment. The expectation is that every answer or product represents the student's "personal best" effort. Poor attitude usually causes a student to learn and perform below potential. It leads to a number of problems:

- Low motivation
- Attention deficits
- Inefficient use of time
- Loss of concentration
- Sabotage

**"Perception"** is the third leg. Most state assessments imbed perceptions generated by learning (time, space, distance, etc.). There are 2 that are required but are not related to standard expectations:

- **PERCEPTION OF PROFICIENCY** - Knowing what constitutes "good work" and how to produce it.
- **PERCEPTION OF EFFICACY** - The belief that "I can work successfully at the levels required".

**"Thinking"** is the fourth leg. Mature thinking patterns and critical reading/writing/thinking are required on every question of an assessment. Immature thinkers, impulsive responders, and attention deficit students regularly misread questions, leave tasks unfinished, and produce products that lack depth and integrity.

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**"Experience"** is the fifth and final leg. Almost all students need two sets of experiences. They must have work experience that "forms" the 5 legs, and they must have experience working successfully at the level of the assessment. They have "formative" and "calibrating" experiences (this is where differentiation and accommodation become critical).

In an effort to assist Polk County Public Schools, Educational Directions tailored a comprehensive plan, specifically focusing on the TOP schools with the district. Their leadership team met to discuss the Polk County School project with the individuals who have worked in Polk County as independent contractors to determine the best approach in supporting this collaboration. They identified lack of language congruence, one-size-fits-all lessons, a focus on content coverage as opposed to everyone learning and using test scores as decision points in planning and delivering support. They also recognized a need to address an unequal level of rigor and student engagement across classrooms and content areas. This discussion led them to establish priorities that the individual coaches felt were critical to success.

### **These include:**

1. Preparing teachers for a student focused program with goals, training, tools and support.
  - ED coaches will work with teachers to establish exit expectations for all students and develop data streams that will monitor student progress or lack of progress towards those expectations.
  - Polk County leadership teams will be trained in best practices for the different periods of rhythm of the learner year.
  - Schools will use tools from the ED toolkit for translating the training and action plans and/or lesson plans.
2. ED coaches will work with school leadership team members and teaching staff to make sure the school opens with strategies in place to build a culture of success, effective management and academic rituals and routines, student work and performance expectations and data management strategies that allow us to track the progress of both learners and performers. (All summer and opening of school deliverables are contingent on when the contract is signed and when ED can begin working with the respective schools.)
  - ED coaches will help support building school specific climates and cultures with a focus on an opening of school that prepares all students to be successful.
  - ED coaches will provide a menu of management and academic rituals and routines assisting teachers in developing and instituting effective management rituals and routines.
3. Work with district staff to develop effective partnering strategies and protocols for ED coaches to use in working with district and school-based coaches.

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- Participate in an initial meeting involving all project stakeholders and develop a set of agreed-upon expectations for the project.
  - Provide a menu of strategies from the ED toolkit for monitoring implementation and impact, for translating initiatives and action plans and for communicating between and across levels and roles.
4. Changing the rigor and learner work to match the demands of the different periods of the learner year.
- ED training will focus on the rigor, level of engagement and format of student work in a particular period of the “learner year” and the coaches will assist school leadership in turning the training into action plans for all teachers.
  - The level of engagement in student work will be monitored and impact on student learning will be assessed.
  - Classrooms will be observed by ED and school staff with a focus on rigor and student engagement and immediate feedback will be provided for the teachers who have been observed.
5. Maintain regular contact between and among all ED staff, Polk County district staff and school leadership teams.
- ED staff will check in with school leadership every day they are in the building and will communicate via telephone or email should an issue come up that requires immediate attention.
  - ED leadership coaches will meet with district leadership to update all stakeholders on the activities.
6. Identify and integrate human and material resources from ED, the Polk County district and resources available outside the ED and district collections behind a set of shared goals and expectations.
- ED coaches will help inventory school and district resources to make sure that all available resources are used effectively and intentionally and will query ED senior staff when they need resources to address specific ad hoc issues and their buildings.
  - The ED lead coach will work with the building leadership team to select tools from the ED toolkit to meet the specific needs of the individual school. The district could select ED tools that they would require schools to use for specific district purposes and district planning.

The model that Educational Directions designed for Polk County schools is their highest level of support. It is the appropriate level of intervention when a school has been underperforming for a number of years. At this level, ED will work collaboratively with the district and state representatives as partners to make appropriate decisions for the school’s academic programs. ED sends in an ACADEMIC LEAD COACH to partner with district staff in making databased academic decisions, assist in directing the schools’ academic program and support school resource and instructional staff. The school principal works with the lead coach, district staff and state representatives to implement and monitor academic plans while continuing to be responsible for the school’s operational systems.

- The lead coaches organize the monitoring of standards implementation, the monitoring teaching and learning work and direct the expansion and use of academic data management systems. They will have ED assistance in this effort. They have access to data, math, science and language arts specialists and to ED’s senior management team. While in the program, the school

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receives academic leadership training for the school's leadership team and embedded professional development (provided by the ED coaches on an ad hoc basis) for teachers.

- At this level, ED provides a program for the district to use to build internal capacity. It is suggested that school leadership teams including both administrators and teachers attend all the training sessions. It is also possible for staff in the principal or assistant principal preparation pools to attend the training and work with one of the ED coaches as a mentor.

ED will support the major areas of focus for the TOP Schools for 2016-17

1. Offering professional development for school leadership teams focusing on both leadership and instructional/learning best practices

- Up to five trainings focused on the periods of the learner year.
- Follow-up trainings provided by the ED coaches specifically targeted to this schools they support.
- Access to ED mini sessions that can be pulled from the ED toolkit for specific content areas or PLC groups.

2. **Aggressively promoting strategies designed to move the school out of trouble immediately** and provide immediate results

- Use existing data points to identify existing cognitive and non-cognitive patterns that may have a negative impact on student performance.
- Identifying patterns and developing short-term and long-term strategies for addressing the patterns.
- Help establish an implementation and impact monitoring system to monitor the quality of implementation and the impact of plans on individual student work.

3. Supporting the development of a learner-focused, student-needs culture/climate

- Providing, monitoring, emphasizing initial training on best practices in the opening window of the student year.
- Monitor behavioral and academic rituals and routines to make sure that all are effective and standardized.
- Emphasize positive culture and climate practices and make sure that these practices are in place.
- Identify ineffective student-teacher matches and begin a process for providing for more appositve matches.

4. Providing training and assistance to teachers of all tested in integrating learner best practice

- Provide initial in-service on how students learn and what impacts their performance.
- Identify effective learner work for the opening period and the formative period and assist teachers in modifying lesson plans to include effective student work.
- Establish a monitoring system to link student learning work and student performance work and to monitor the quality of

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the work.

5. Identifying and providing individualized coaching for school leaders and teachers designed to increase staff and student capacity so that the school can move from band aid strategies to sustainable, self-directed improvement
  - Provide a menu of strategies for addressing performance concerns as they are identified.
  - Identify strategies that are short-term but provide immediate gains as opposed to strategies that are long-term and eliminate the performance concerns
6. Creating a sense of urgency with data specific PD, goalsetting and planning
  - Switch the focus from changing adults to changing the performance of students.
  - Establish short-term and long-term goals and have every staff member translate those goals into individual action plans.
  - Involve teachers in identifying the quality of student learning and student performance and involve them in designing support systems for students in their classes.
  - Provide observations in classrooms with feedback on implementation and engagement.
  - Provide intervention and support when classroom learning work or engagement in learning work falls below expectations
7. Establishing a learning base among staff that enables the school to provide student work appropriate to the different periods in the learner year:
  - Provide training for schools on cognitive and non-cognitive data streams that must be developed to inform decision-making and planning
  - Identify learner needs for each period of the learner year and provide a checklist for classroom observations and follow-up discussions
  - Help establish a data room with collections of student learning work, performance work and assessment work to be used to focus PLC discussions
8. Working with school leadership and teachers to establish agreed-upon exit expectations for all tested classes and developing data systems that enable teachers establish entry levels of students' performance and monitor student progress towards the exit expectations
  - Establish a calendar of data collection.
  - Identify silos of data that the school already has in place and develop collection and organization strategies for data streams that are not currently addressed
  - Provide a toolkit to direct discussions about student data that will lead to targeted individualized intervention plans.
9. Ensure that the school has appropriate plans for all underperforming students and systems:



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- Leadership team evaluation of existing school systems with a focus on how they enhance or inhibit academic programs (e.g. determining how bus schedules can impact before school or afterschool academic offerings)
- Any systems that can be modified to create more user-friendly climate and culture or a more effective learning environment should be modified and monitored to make sure that the impact is positive

10. Ensure that, by the end of the year, the school has an institutionalized system for collecting, evaluating and using student focused data streams:

- Provide a review of school data collection to ensure that all needed data is being collected and organized for teacher use.
- Help establish the policies necessary to institutionalize and maintain a data management system that is consistent with data management best practices

11. Ensuring that school leadership has plans in place for challenging and supporting students in the opening period, the formative period, the calibrating period, the test window, the end of year, the summer and the next year's opening period

- Provide initial training for schools for each period of the learner year.
- Include as a part of the training an implementation planning session for the school.
- Facilitate discussions with the school leadership team to determine what from the training needs to be implemented at school.
- Provide assistance to teachers in adapting lesson plans to reflect the demands of each period.
- Observe teachers implementing their plans and provide feedback and identify classes where support is needed.
- Continue monitoring implementation providing training and support until all classrooms include effective levels of student work.

### **Additional services provided by the AMO**

A Lead Coach has already been identified by Educational Directions for support and mentoring to TOP school principals. The Lead Coach will provide ten days a month of support in schools to facilitate strategies and assist in implementing systems within the schools. The Lead Coach will be in schools on the second week of the month and the last week of the month. The purpose of this schedule is to be able to offer next steps to principals and leadership teams and provide time to implement the recommendations. The total amount of days allocated to the schools is seventy days for the entire year.

An Academic coaching team will be provided to each of the schools to provide content assistance in collaboration with district,

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state and AMO lead coaches. These coaches are currently prepared to work with curriculum, classroom strategies, assessment and lesson planning. Each school will receive six days per year to be used as needed. Reading, writing, math, social studies and science coaches are available and can be requested by the lead Coach and school leadership team. The days can be utilized for specific classroom or content area needs or can be used as additional interventions.

Data Coaches have already been identified by Educational Directions to develop student focused data streams, collect and organize data, analyze and provide strategies on how to effectively use the data to plan and make academic decisions. Six days per year have been allocated to each school to support this effort. The data coach works with the lead Coach and the academic coaching team to increase the understanding of teacher of how to differentiate instruction to meet academic the needs of students.

A Project Manager is included in the ED plan to oversee the preparation work for the project, broker services requested by lead coaches, monitor implementation and impact data from each school, identify whole project trends and patterns and organize data for those generating the reports. Ten days of services per year have been allocated for all of the TOP schools to provide the services outlined within the plan.

Reporting Managers will be provided to the TOP schools to be responsible for generating all reports required by the project, preparing data for the project manager and working with the project manager to monitor implementation and impact as well as complete the end of year reporting. Fifteen days will be provided collectively for the TOP schools to ensure that this process happens for each school. These days include working with the district to create monthly and end of year reporting templates, detailing the services for each school for the month and trending any positive efforts or red flags that need to be reported to the district. This includes a comprehensive end of year report with summary and prescriptive data.

Training sessions will be provided in collaboration with the district and state to enhance school leadership teams and focus on building systems for implementation in schools to ensure success for teachers, students and parents.

### **Expectations of Educational Directions (AMO) Visitation by Lead Coaches**

ED begins an AMO project with a set of protocols and routines designed to establish an effective working partnership with school and district staff. In the initial meeting ED coaches take care of introductions and establish an etiquette for meetings and planning sessions. If the school leadership team is present at the initial meeting ED will conduct an activity called “doing the math” to frame the task ahead and create a sense of shared urgency.

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The Lead Coach will start each subsequent visit to the school by meeting with the principal for the purpose of establishing the agenda for the week's visits and identifying the current needs of the school. An analysis of data sets; teacher, student, discipline, ESE, ESOL Acceleration, etc. will be discussed to determine the current needs of the schools and the administrative teams.

School visits include observations of student work and student engagement and work, standards integration especially language task and follow up suggestions for principals and leadership teams on how to improve or enhance student and teacher performance. Although it is the responsibility of the principal and the Lead Coach to assist teachers with appropriate instruction, the main purpose is to observe student work, alignment of tasks and standards, data, causal analysis of the data to determine root cause for improvement or decline and assist in the implementation of systematic approaches within schools to improve student achievement.

Coach observations and findings are shared with the Principal and the Assistant Regional Superintendent and suggestions are made about next steps for principals and leadership teams to. It will be the responsibility of the Lead Coach to assist and support the planning and implementation next steps by the school leadership team.

In collaboration with district staff, the lead Coach will provide feedback to school-based coaches and resource teachers and request support from the ED academic support team. When possible, the lead Coach will be expected to attend PLC planning meetings to ensure that lessons are aligned to the standards and are developed appropriately to support all students.

Once the visitations are completed for the week, a weekly summary report will be given to the school and district of the school visits, the next steps recommended and any observed successes and/or red flags.

Cost Investment Per-School: The **Academic Management Team/Organization (AMO)** model is the highest level of support. It is the appropriate level of intervention when a school has been underperforming for three or more consecutive years.

Price per school: **\$215.000 x 5 Schools = \$1,075.000**

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### 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.

Led by the Superintendent, Deputy Superintendent, and Turnaround Lead and the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team meets monthly as a whole with TOP principals to discuss their needs. If TOP school principals express a specific need for their school, all of the district departments are at the table and immediate attention is given to resolve or meet their needs.

##### **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.

To address the need for the district to develop, support and facilitate the implementation of new governance to provide guidance for District-Based Leadership Team (DBLT) policies and procedures have been established.

In researching the best method in which to implement and establish effective policies and procedures, the district's TOP Sub Committee used the state's "8 Step Planning and Problem- Solving Process for Continuous Improvement" to begin the process. This approach was used to address the areas needed to support the "Way of Work" for the DBLT.

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### **Policy 1** – Establishment of Monthly District-Based Leadership Meetings

- Procedures for Policy 1: The District Leadership Team will meet monthly (set date) to monitor the progress of all of the TOP Schools in the areas of Data (Student Achievement), Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

### **Policy 2** – Provide information and Data for the Community Assessment Team Meetings (CAT) which consist of Business Partners, Community Leaders, City Chamber Members, and Local Government Officials, Parents or individuals with vested interested in the school.

- Procedures for Policy 2: The District Leadership Team will provide the appropriate data from the needs assessment results to the Community Assessment Team once a month for the purpose of allowing each community that represents a TOP school an opportunity to stay abreast of the progress made by the schools and to be able to make informed recommendations for continual improvement.

### **Policy 3** – Provide updates on each TOP School by principals, district coaches and school-based coaches.

- Procedures for Policy 3: All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT.

### **Policy 4** – Act as a governing board for the AMO selected by the district.

- Procedures for Policy 4: The District-Based Leadership Team will monitor the AMO to ensure the company will work collaboratively with the district staff to determine and differentiate the level and type of support needed by each of the schools in TOP status. The monitoring will be accomplished thru monthly meetings to review specified deliverables as evidence of improvement. (Metric of deliverables provided in Assurance 1 & 2 under External Operator)

### **Policy 5** – Monitoring Monthly Reports on the level of progress each district department is making to supporting and assisting TOP Schools in accomplishing and meeting their goals.

- Procedures for Policy 5: Each department represented on the District-Based Leadership Team will provide reports outlining their scope of responsibility related to assisting each TOP School. These reports will provide documentation to the state and assist the Turnaround/School Improvement Office in providing additional support and next steps strategies for schools. The reports will also assist the AMO in offering support for schools identified in the reports to continue sustained student achievement. A report template will be provided for each department to create consistency within the process and provide evidence of success based on identified deliverables. (Metric of deliverables provided in Assurance 1 & 2 under External Operator)

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

**Policy 6** – Work collaboratively with the Department of Education, Regional Executive Director (RED) and the Bureau of School Improvement to monitor effectiveness of the implementation of Polk County’s TOP.

- Procedures for Policy 6: During this process, the DBLT will meet to review with the (RED) and other district staff the SIG Rubric, TOP and the DIAP to ensure that the district is supporting all the new initiatives identified within the plans.

**Policy 7** –The District-Based Leadership will be expected to implement "TOP School Reviews" at each school to ensure new initiatives are effectively being implemented and supporting increase student achievement.

- Procedures for Policy 7: The DBLT will team will work collaboratively with Turnaround/DA staff, Regional Executive Director for Region Three, the Bureau of School Improvement Team to visit TOP schools as a TEAM quarterly to perform School Reviews in addition to instructional Reviews completed by DOE and Office of School Improvement.

**Policy 8** –The District-Based Leadership will participate in professional development training with schools that will be delivered by the AMO to ensure Professional Development is effective and aligned with the district's strategic plan DIAP. The district and school team will support the transfer of new learning into practice and assess. If the strategies implemented yield changes in instructional practices this will result in sustainable school improvement.

- Procedures for Policy 8: During this process, the AMO selected by the district will be required to deliver five professional development trainings for School Based Leadership Teams. A member of the DBLT will be at all of the trainings for the purpose of monitoring learning and the alignment of practices with the district's DIAP.

### **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.

Monthly, the five TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendent (principal supervisor) for Turnaround Schools (Tony Bellamy), Senior Director of School Improvement (Aaron Smith) and Executive Principal (Patricia Barnes) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be required to be brought to the meetings with the principals.

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

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Previously assigned district and site-based coaches were evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings are held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

Each of the following department will have one support staff assigned as the primary contact for the TOP schools. This individual will attend planned TOP review meetings along with their department chair and will provide direct and open feedback and “on the spot” planning for necessary changes and additional support. Departments: Professional Development, Student Services, ESOL, Grants/Federal Programs, Sherry Wells (scheduling purposes) and Teaching and Learning. The results and notes of the meetings will be sent to the Superintendent via email from the Regional Assistant Superintendent within a 24 hour period and a verbal update will be given by the Deputy Superintendent following the meeting.

### **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.

The current weighted FTE allocation for the district is scheduled to be \$4,360.65. An additional \$6 million has been allotted for the TOP schools in the following areas:

- External partners
- Content area coaches
- Content area and behavior interventionists
- Additional instructional units
- Additional ELL and ESE support
- Teacher/staff incentives

This brings the total expenditure per student to \$5,939.18. This represents an additional \$1,578.53 per student commitment from the district.

A staffing specialist has been assigned to the Turnaround Office for TOP schools. This individual will provide priority staffing at these schools in the area of recruitment, hiring and filling of vacancies. A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/ eliminated at the TOP schools and a MOU is in place to

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

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support teacher retention, dismissal and incentives available for teachers at these specific schools. A dedicated individual was not given to TOP schools prior to the 2016-17 school year to decrease the number of vacancies and decrease the length of time in filling the vacant positions. This process is different from last year and it will allow the district to focus on staffing schools with certified teachers.

Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment. Each school will receive allocation for an experienced behavioral interventionist, if not already allocated.

Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from Federal Programs/Grants to work exclusively with TOP school principals and the TOP Implementation Team.

The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements.

Master schedules were reviewed at all TOP schools. The new scheduling plan for the five TOP schools provides two planning periods for teachers. One of the common planning periods allows for daily (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed. Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments. The second planning period will be provided daily for teachers to individually design standards-based lessons for students.

This schedule also addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

Also included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build “skill sets” in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.



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

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These change in the scheduling model resulted in the district allocating an additional 20 instructional units and 5 non-instructional units amongst the TOP 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.

*The language addressing this assurance is contained in the signed MOU between the district and the local bargaining unit.*

**Improvement/Movement of Teachers:** All Essential Performance Criteria, as documented in Journey (Polk County Evaluation System), will be monitored by the administration for performance. Any pattern of less than Effective on any Essential Performance Criteria, observable and non-observable, will result in intervention by administration and development of a plan for improvement. When student progress monitoring shows early data indicators in need of improvement there will be a meeting with the teacher to discuss the Essential Performance Criteria and develop a plan for improvement as defined in the Teacher Collective Bargaining Agreement. The plan will be monitored and failure to show improvement can result in the teacher being moved out of the TOP schools. The decision to move a teacher will be made in conjunction with the Superintendent's designee. Teachers in need of improvement will only be moved out if an Effective or Highly Effective teacher is available to fill the position. Prior to removing teachers from the TOP School, the Human Resource Services Division will work with the school administration and will ensure placement of identified instructional personnel.

**Staffing Procedures for TOP Schools:** The district has allocated a dedicated position for staffing at the TOP schools to ensure immediate staff replacement occurs prior to the opening day. This individual is responsible for sending qualified applicants for principals to select and hire so that all TOP schools can remain fully staffed. TOP principals have attended four recruitment fairs in anticipation of securing qualified staff. The district has also sponsored two recruitment fairs in an effort to keep applicants readily available for TOP schools.

In order to track and monitor vacancies within TOP schools, a system of tracking has been developed to ensure quick and timely turnaround of replacing teachers. The dedicated staffing specialist for TOP schools sends a weekly report to the Executive Principal, Regional Assistant Superintendent and principals for review. The Executive Principal and Regional Assistant Superintendent then meet with individual principals to verify the roster lists prior to returning the report to Human Resource Services, the Deputy Superintendent and the RED. If at that time it is determined that there is a need for a qualified teacher for a school, Human Resource Services immediately deploy applicants for interviews with the principal. These discussions will be on-going throughout the school year.

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### **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.

In each of the TOP schools, VAM data was reviewed to determine teacher retention and replacement. Teachers have been removed from TOP schools with a Memorandum of Understanding with the Polk Education Association (PEA) based on an unsatisfactory VAM score. After negotiation with the union, a signed MOU was agreed upon. The Superintendent met with the staff of each school to explain the MOU and allow for questions and clarification. Upon conclusion of these conversations, each staff member was given the option to sign a two-year commitment and remain at the school or request a transfer to another site.

**Teacher Effectiveness:** In these TOP Priority Schools, reading, math, science, language arts, and social studies teachers must demonstrate a State VAM, 3-year aggregate score, higher than Unsatisfactory and/or demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments, to be retained at a TOP school. Intensive effort has been made to find staff that meets the demonstrated mastery to ensure appropriate staffing levels are met in the schools. For teachers within their first year of teaching, demonstrated effectiveness will be calculated according to District interim (mid-term) benchmark assessment data. For non-VAM evaluated teachers or those other than reading, math, science, language arts, and social studies teachers, retention must be based upon demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments.

The Superintendent sent personal invitations to Effective and Highly Effective teachers across the district in an effort to recruit additional talent to the TOP schools. After meeting with the teachers face to face, several teachers have accepted the challenge and have been staffed accordingly.

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

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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.

The School Improvement office along with curriculum and instruction personnel will create an academic focus calendar to include standards-based instruction, assessment, data analysis/discussion, and data implementation. Progress monitoring (mini-assessments) have been developed and will be given at the end of each unit in core subjects. Teachers will meet weekly to look at the progress (or lack thereof) made by students and remediation and/or acceleration opportunities will be provided to students.

Extended work time has been financed through budget, Federal Programs, and negotiated with local bargaining unit; the MOU is in place. Assessment, Accountability, and Evaluation will provide data analysis training and assistance.

**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.

In an effort to respond to the needs of the whole child, the district has embarked on a path toward implementing CHAMPS and additional classroom and whole-school strategies on behalf of students. Each school now has at least three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the schools have also created a Supportive Environment goal as part of their School Improvement Plans (SIP). These goals were developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment goals are monitored as part of the monthly data chats with the schools and will also be presented and discussed at the quarterly Community Assessment Team (CAT) meetings.

While each school employs dedicated content area coaches in reading, mathematics, and science, additional units have been allotted for academic and behavior interventionists. The academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule. The schedule allows them to meet with individual students on

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differentiated areas of need. As new data is collected and analyzed on each student, the interventionists schedules are updated accordingly. Although Kathleen Middle and Shelley Boone Middle have the additional benefit of the Early Warning Coordinators funded by the United Way, the behavior interventionist at each school will fulfill some of those duties as well. As part of the schools' leadership teams, the interventionists will meet weekly to discuss and analyze discipline and behavior data. Similar to the academic interventionists, a schedule will be created to allow counseling and mediation to be provided for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, the five TOP schools, and the AMO to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### ☒ *Area of Focus 4*

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

After performing a comprehensive needs assessment (student achievement trend data, Risk Factor Analysis, etc.), the district removed and replaced some administrative staff and coaches. Retired principals with proven track records of school improvement were hired and assigned to the remaining principals as mentors. Each of the five principals received and signed letters, which detailed the Superintendent's expectation of facing replacement/demotion should the school not move to a C following the 2016-2017 school year.

A staffing specialist has been assigned to the Turnaround Office for TOP schools. This individual will provide priority staffing at these schools in the area of recruitment, hiring and filling of vacancies. A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/ eliminated at the TOP schools and a MOU is in place to support teacher retention, dismissal and incentives available for teachers at these specific schools. A dedicated individual was not given to TOP schools prior to the 2016-17 school year to decrease the number of vacancies and decrease the length of time in filling the vacant positions. This process is different from last year and it will allow the district to focus on staffing schools with certified teachers.

Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment. Each school will receive allocation for an experienced behavioral interventionist, if not already allocated.

Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from Federal Programs/Grants to work exclusively with TOP school principals and the TOP Implementation Team.

The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements.

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

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Master schedules were reviewed at all TOP schools. The new scheduling plan for the five TOP schools provides two planning periods for teachers. One of the common planning periods allows for daily (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed. Through this additional planning period of professional development, vertical articulation will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments. The second planning period will be provided daily for teachers to individually design standards-based lessons for students.

This schedule also addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place.

Also included in the design of the scheduling model for TOP schools will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build “skill sets” in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided academic supports in writing, test taking strategies, proper study habits and the demonstration of high quality work.

These change in the scheduling model resulted in the district allocating an additional 20 instructional units and 5 non-instructional units amongst the TOP schools.

**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.

As part of the needs assessment, the district determined that it rated poorly in all of the 5 Essential Domain categories. For this reason, the following barriers have been addressed. A district-based leadership has been created that includes all stakeholders. This leadership team is supporting and facilitating school-based leadership teams and is providing direct support systems. Although the Office of School Improvement/Turnaround existed prior to this year, the Superintendent has provided a greater level of support and resources to the region to

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

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ensure the schools and students receive what is necessary for immediate improvement. Through the development of new policies and a negotiated MOU with the local bargaining unit, the schools have been afforded sufficient operating flexibility to substantially improve student achievement outcomes. A reliable system has been implemented to reassign or replace the majority of the instructional staff whose VAM scores are unsatisfactory. Through the negotiation of the signed MOU, ineffective teachers will not be placed at TOP schools. The district has implemented progress monitoring and summative assessments that will be analyzed and will inform instruction. Differentiation plans are in place at each school and include professional development for staff as well as additional interventionist positions to meet individual student needs. The district has also reviewed the leadership at each TOP school, has made changes where appropriate, and has identified through its external partner an additional layer of support for new and returning leaders.

## 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.

*This portion has already been addressed as part of the assurances listed in Option 1.*

After evaluation of the needs assessment, the district determined that it rated poorly in all of the 5 Essential Domain categories. For this reason, the following barriers have been addressed. A district-based leadership has been created that includes all stakeholders. This leadership team is supporting and facilitating school-based leadership teams and is providing direct support systems. Although the Office of School Improvement/Turnaround existed prior to this year, the Superintendent has provided a greater level of support and resources to the region to ensure the schools and students receive what is necessary for immediate improvement. Through the development of new policies and a negotiated MOU with the local bargaining unit, the schools have been afforded sufficient operating flexibility to substantially improve student achievement outcomes. A reliable system has been implemented to reassign or replace the majority of the instructional staff whose VAM scores are unsatisfactory. Through the negotiation of the signed MOU, ineffective teachers will not be placed at TOP schools. The district has

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

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implemented progress monitoring and summative assessments that will be analyzed and will inform instruction. Differentiation plans are in place at each school and include professional development for staff as well as additional interventionist positions to meet individual student needs. The district has also reviewed the leadership at each TOP school, has made changes where appropriate, and has identified through its external partner an additional layer of support for new and returning leaders.



**POLK COUNTY SCHOOL DISTRICT AND POLK EDUCATION ASSOCIATION**

**MEMORANDUM OF UNDERSTANDING**

**TURNAROUND OPTION PLAN FOR PRIORITY SCHOOL  
TEACHER PLACEMENT AND SELECTION**

**WHEREAS**, the Polk Education Association, Inc. (PEA) is the certified bargaining agent for Polk County Public Schools; and,

**WHEREAS**, the School District of Polk County, Florida (District) is the employer and the party to the Teacher and Paraeducator Collective Bargaining Agreements (CBA) with the Polk Education Association, Inc; and,

**WHEREAS**, the District has 5 schools that have been designated as TOP Priority schools as listed on Attachment "A", and

**WHEREAS**, the parties have agreed to develop language regarding the selection, placement, and expectations for instructional staff in these schools for the 2016 - 2017 school year;

**NOW, THEREFORE**, the parties agree as follows:

1. **Teacher Effectiveness:** In these TOP Priority Schools, reading, math, science, language arts, and social studies teachers must demonstrate a State VAM, 3-year aggregate score, higher than Unsatisfactory and/or demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments, to be retained at a TOP school. Other instructional staff, including but not limited to ESE and ESOL, that generate a VAM score and are measured by that metric may be included as a Core teacher. Intensive effort will be made to find staff that meets the demonstrated mastery to ensure appropriate staffing levels are met in the schools. For teachers within their first year of teaching, demonstrated effectiveness will be calculated according to District interim (mid-term) benchmark assessment data. For non-VAM evaluated teachers or those other than reading, math, science, language arts, and social studies teachers, retention must be based upon demonstrated mastery at 65%, or another agreed upon level, as demonstrated on District identified assessments.
2. **Extended Time:** Teachers at TOP schools will work an eight (8)-hour day, with the additional time paid at the teacher's daily rate of pay. Additionally, all of the Student Early Dismissal Days that are set as Teacher Work Days will be turned into Staff Development days. There will be 10 evening activities (1-1.5 hours each), with the additional hours to be paid at the teacher's daily rate of pay. The dates of these evening activities shall be noticed prior to the last work day in August. Six (6) shall be used as family nights, and four (4) shall be used as parent/teacher conference nights. Teachers must attend a minimum of three (3) of the six (6) family nights and all of the four (4) parent/teacher conference nights. Selected paraeducators may work an eight (8)-hour day based on student need as determined by the Superintendent.

**POLK COUNTY SCHOOL DISTRICT AND POLK EDUCATION ASSOCIATION  
MEMORANDUM OF UNDERSTANDING  
TURNAROUND OPTION PLAN FOR PRIORITY SCHOOL  
TEACHER PLACEMENT AND SELECTION**

3. **Professional Development/Extra Planning Period** – Teachers at TOP schools will be scheduled to have one principal-directed period and one teacher-directed planning period per day, teaching six (6) out of eight (8) periods. All 5 TOP schools must include a daily dedicated period under the direction of the school principal that will be used for job embedded, data driven, professional development and instructional planning. The teacher-directed planning period will be used for teachers to accomplish the individual work and preparation for teaching. Non-core teachers who have opted in to the agreed upon MOU will participate in school directed, job embedded planning and/or professional development unless the subject matter being addressed in the session is solely related to a specific academic content unrelated to their scope of work as determined in advance by the school principal or his/her designee.
  
4. **School-based Coaches and Interventionists:** Academic Coaches and Interventionists will be held to the same criteria as core teachers. To ensure that the teachers develop a high degree of comfort when working with the Academic Coaches and Interventionists, the parties acknowledge that these invaluable resource persons are not administrative or supervisory, but rather act as partners and mentors in furthering the goal of improving academic results. Coaches and Interventionists will be eligible for the same extended time pay as Core teachers. All current content specific support staff (coaches/interventionists) will be rescreened for the placement of candidates. Every effort will be made to avoid pulling Coaches and Interventionists to act as substitutes and take them from their primary role in supporting instruction.
  
5. **Recruitment/Retention Bonus:** All members of the bargaining unit that are retained at the TOP schools or transfer into the TOP schools, and agree to remain at the school for two (2) school years with continued demonstration of *Effective* and/or *Highly Effective* VAM data will receive a performance bonus in 10 monthly installments as per the last available Student Learning Data for Teacher Evaluation.

The annual bonus pay is as follows:

Staff	Highly Effective	Effective
Core Teacher (reading, math, science, language arts, and social studies)	\$7,500	\$5,300
Non-Core Teacher (includes guidance counselor, network manager, academic coach)	\$4,500	\$3,000
Paraeducator	\$1,200	

**POLK COUNTY SCHOOL DISTRICT AND POLK EDUCATION ASSOCIATION  
MEMORANDUM OF UNDERSTANDING  
TURNAROUND OPTION PLAN FOR PRIORITY SCHOOL  
TEACHER PLACEMENT AND SELECTION**

6. **Improvement/Movement of Teachers:** Teachers who opt in to the terms of this agreement must sign a document committing to be at a TOP school for two (2) years. Teachers who opt out of assignment at a TOP school will be displaced per Article XVII of the Teacher Collective Bargaining Agreement and assigned to positions for which they are certified and qualified. All Essential Performance Criteria, as documented in Journey, will be monitored by the administration for performance. Any pattern of less than *Effective* on any Essential Performance Criteria, observable and non-observable, will result in intervention by administration and development of a plan for improvement. When student progress monitoring shows early data indicators in need of improvement there will be a meeting with the teacher to discuss the Essential Performance Criteria and develop a plan for improvement as defined in the Teacher Collective Bargaining Agreement. The plan will be monitored and failure to show improvement can result in the teacher being moved out of the TOP school. The decision to move a teacher will be made in conjunction with the Superintendent's designee. Teachers in need of improvement will only be moved out if an *Effective* or *Highly Effective* teacher is available to fill the position. Prior to removing teachers from the TOP School, the Human Resource Services Division will work with the school administration and will ensure placement of identified instructional personnel.

**POLK COUNTY SCHOOL DISTRICT**

By: Jacqueline M Byrd  
Jacqueline Byrd  
Superintendent

7/28/14  
Date

**POLK EDUCATION ASSOCIATION, INC.**

By: Marianne Capozello  
Marianne Capozello  
President

7/28/14  
Date

Attachment A: Designated TOP Priority Schools

**POLK COUNTY SCHOOL DISTRICT AND POLK EDUCATION ASSOCIATION  
MEMORANDUM OF UNDERSTANDING  
TURNAROUND OPTION PLAN FOR PRIORITY SCHOOL  
TEACHER PLACEMENT AND SELECTION**

**ATTACHMENT "A"**

**POLK COUNTY SCHOOL DISTRICT  
TURNAROUND OPTION PLAN (TOP) PRIORITY SCHOOLS**

1. Denison Middle School
2. Kathleen Middle School
3. Lake Alfred-Addair Middle School
4. Shelley S. Boone Middle School
5. Westwood Middle School