FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Bay District Schools:

Cedar Grove Elementary and Oakland Terrace Elementary

Turnaround Option Plan (TOP) – Phases 1 and 2

Hybrid Turnaround Option

Implementation in 2016-17, Year 1

Amended August 26, 2016

Purpose

The purpose of this document is to guide districts as they plan for turnaround.

Instructions

Turnaround selections and plans shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code (F.A.C.).

Districts shall complete phase one (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address each school's greatest areas of need, selecting an option, and describing how the strategies to be implemented through the selected option directly addresses the needs of each school.

Districts shall complete phase two by developing a plan for implementing the selected option in accordance with the needs of the school(s).

In 2016, requirements of this form are to be addressed through the **2016-17 District Improvement and Assistance Plan (DIAP)** in the Continuous Improvement Management System (CIMS) or in the spaces provided, as directed on this form.

This completed form and an attached DIAP shall be submitted to the regional executive director (RED) for review and feedback. The final plan shall be signed by the district superintendent and approved or denied by the State Board.

Flexibility

Modification of the requirements of this form may be approved based upon the following:
1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The RED will review the district's draft and provide feedback and support to the district in the summer prior to implementation. On the final plan, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval," and provide the rationale for any reservations.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be maintained by the district during the turnaround planning year and made available upon request: documentation of stakeholder engagement, timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

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.

Cedar Grove Elementary 03-0091

Oakland Terrace School for the Visual and Performing Arts 03-0191

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

B. Turnaround Option Selection Process

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

Part III: Turnaround Option Selection

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

A. Needs Assessment

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

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

CIMS: Academic Outcomes Plot in conjunction with School Grade Data, VAM data, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), PLUS[2] Learning Walk data, Risk Factor Analysis, and Climate Survey results will continue to be used to determine and plan for the following domains as defined in each school's improvement plan: *Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.* Further, the Turnaround Toolkit discusses areas of strength, weakness, and next steps for Cedar Grove Elementary and Oakland Terrace School for the Visual and Performing Arts.

Cedar Grove: School grade data in 2016 ranked a letter grade of F with 31% of possible points earned (1 pt from D). The 2016 school grade is currently under appeal. In 2015, the school letter grade earned was a D with 35% of possible points earned (based on proficiency only). In 2014, the school grade of an F was earned.

Further breakdown of the 2016 scores indicate the following:

2015-16 Preliminary School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D= 32% to 40% of points, F = 31% of points or less

#	School Name	English Language Arts Achievement	% of Points Difference 15 to 16	English Language Arts Learning Gains	Mathematics Achievement	% of Points Difference 15 to 16	Mathematics Learning Gains	Mathematics Learning Gains of the	Science Achievement	% of Points Difference 15 to 16	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Preliminary Grade 2016	Informational Baseline Grade 2015	% of Points Difference 15 to 16	Title I	School Type	Percent of Minority Students	Percent of Economically
0091	CEDAR GROVE ELEMENTARY SCHOOL-2016	29	-4	32	46	34	-5	27	32	15	-18					215	7	31	99	F	D	-4	YES	01	55	100
0091	CEDAR GROVE ELEMENTARY SCHOOL-2015	33			39				33							105	3	35	98		D		YES	01	51	82

2016 FSA	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
					1	2	3	4	5
ELA GRADE 03 STATE	03	220,663	301	54	22	24	27	19	9
CEDAR GROVE ELEMENTARY SCHOOL	03	61	294	43	33	25	33	8	2
ELA GRADE 04 STATE	04	209,261	310	52	25	23	26	19	7
CEDAR GROVE ELEMENTARY SCHOOL	04	62	299	24	42	34	15	10	0
ELA GRADE 05 STATE	05	200,629	320	52	22	26	26	19	7
CEDAR GROVE ELEMENTARY SCHOOL	05	62	306	19	53	27	15	5	0
MATH GRADE 03 STATE	03	220,771	301	61	21	18	28	22	11
CEDAR GROVE ELEMENTARY SCHOOL	03	61	291	49	20	31	36	13	0
MATH GRADE 04 STATE	04	212,169	314	59	24	17	26	20	12
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2
MATH GRADE 05 STATE	05	202,701	322	55	23	22	24	20	12
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2

The 3 year aggregate VAM for Cedar Grove is Needs Improvement.   For the 2016-17 school year, there are NO Needs Improvement (NI) or Unsatisfactory (U) teachers in grades 3-5.

Grade Level	Student Growth 2015-2016	Final Evaluation 2014-2015
4ᵗʰ Grade		
████████████████	N/A 16/17	N/A
█████████████████	N/A 16/17	N/A
████████████████████████████ ███	N/A 16/17	N/A
5ᵗʰ Grade		
██████████	E VAM ELA: -.073; Math: -.002	E
██████████████	N/A 16/17	N/A
███████████████████	N/A 16/17	N/A
4/5 ESE		
████████████	E VAM ELA: -.129; Math: .62	N/A (Retired)

*3 teachers were removed as a result of less than effective VAM scores. Two teachers were transferred to different elementary schools and one was moved to 2ⁿᵈ grade. All three teachers and newly hired teachers have been assigned formal instructional coaching cycles.

*All positions are currently filled. No vacancies at this time.

Bay District Schools 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)

Current NWEA MAP progress monitoring data indicate **improvement** for each grade level from the Fall to the Winter administration of MAP for Grades 2-5.

ELEMENTARY SCHOOL MAP DATA - Fall 2015
(Grades 3-5 ONLY)

School	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPR
Student Status Norms (Nationwide - Beginning of year)	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205
BAY DISTRICT	189.3	196.2		199.3	204.3		207.4	211.4		189.5	197.0		201.0	207.1		211.0	216.1		188.9	194.0		195.3	199.1		201.8	205.8	
0091 - Cedar Grove	183.2	(189.7)		191.3	(197.2)		201.5	(206.0)		186.1	(193.1)		195.9	(202.7)		208.0	(212.1)		185.3	(189.6)		190.5	(196.2)		197.1	(201.0)	

◯ = **Improvement/Growth Made**

PLUS[2] Data Monitoring System

Systematic progress monitoring of schools through the systemic Progressive Learning and Understanding through Support Systems (PLUS[2]) four times per year with the PLUS[2] team and bi-monthly support. Tier 3 support- most intensive for these schools.

With a pre-defined rubric, Bay District Schools also utilizes the PLUS[2] monitoring system to collect school-wide data on 6 look-fors;
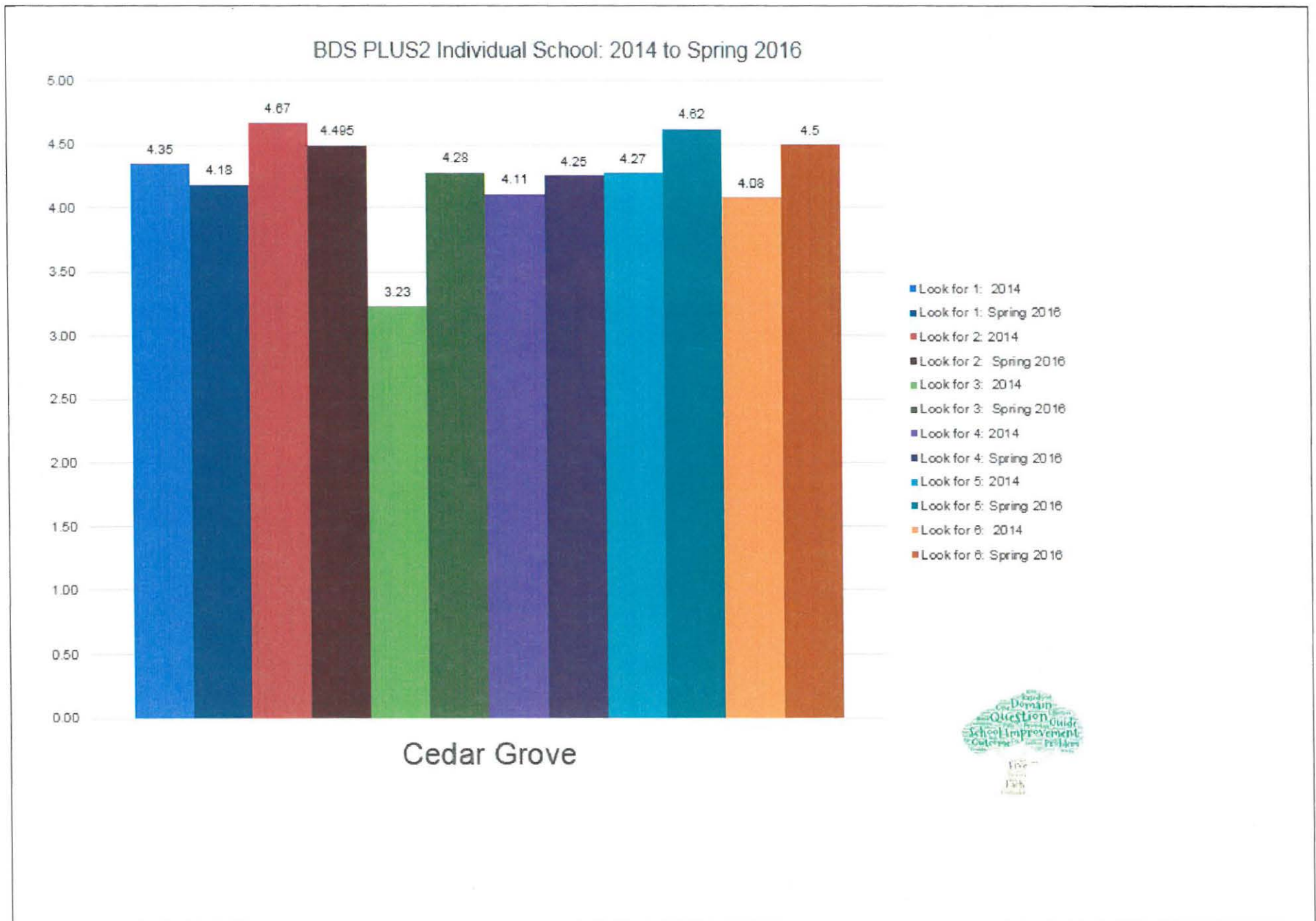
1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
4. Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

Decisions and adjustments occur immediately.

*See Attachment for PLUS2 Learning Walk Rubric

BDS PLUS2 Individual School: 2014 to Spring 2016

Cedar Grove

Legend:
- Look for 1: 2014
- Look for 1: Spring 2016
- Look for 2: 2014
- Look for 2: Spring 2016
- Look for 3: 2014
- Look for 3: Spring 2016
- Look for 4: 2014
- Look for 4: Spring 2016
- Look for 5: 2014
- Look for 5: Spring 2016
- Look for 6: 2014
- Look for 6: Spring 2016

Bar values: 4.35, 4.18, 4.67, 4.495, 3.23, 4.28, 4.11, 4.25, 4.27, 4.82, 4.08, 4.5

2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Cedar Grove data indicates the following:

Staff Survey overall score 4.38:
Purpose and Direction: 4.58
Governance and Leadership: 4.54
Teaching and Assessing for Learning: 4.22
Resources and Support Systems: 4.38
Using Results for Continuous Improvement: 4.46

Parent Survey overall score of 4.39:
Purpose and Direction: 4.49
Governance and Leadership: 4.36
Teaching and Assessing for Learning: 4.43
Resources and Support Systems: 4.33
Using Results for Continuous Improvement: 4.38

Cedar Grove Initiatives:
- Partnership with TNTP (The New Teacher Project)
    - Identify gaps in instruction and other systems
    - Identify clear, academic priorities and strong curricular resources
    - Provide ongoing coaching for teachers and administrators
    - Provide training on essential knowledge of Florida Standards
    - Provide direction and recommend improvements
- Full time math coach, full time ELA coach, full time resource teacher, and full time interventionist to support new teachers and improvements identified by TNTP. Additionally, weekly science mentoring and instruction will be led by the Science Staff Training Specialist.
- Two differentiated professional development turnaround days (July 28-29, 2016)- Principal led teachers in the analyzation of students' needs. Teachers worked in PLCs to develop a process to track student progress. Full time literacy coach led work groups (including the principal) around the instructional shifts and progression of standards.
- Additional minutes of ELA instruction above required (900 minutes)
- Increase instructional time for Tier 3 academics by suspending special area (extra 30-40 minutes)
- SRA school wide with full time interventionist managing paras, groups, interventions etc.- working to build rigor as indicated in student achievement data and PLUS2 Look-for 3 (Levels of Thinking in tasks and questions).
- 16-17 Rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexiles, and progression scales, etc.
- Walk to Read, K-5 – Differentiated instruction
- Walk to Math, K, 2, 4, 5 (3rd was due to teacher turnover, 1st grade really focused within the classroom and co-teaching)
- MFAS Task Implementation K-5 – Differentiated instruction
- StemScopes science as part of 3 year grant for grades K-5 (15-16 was first year of program)
- Attendance Initiative (Cut students with chronic absences from 112 to 67)
- Community partnership with largest Baptist church in Panama City to support PBIS, attendance

Bay District Schools 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)

Oakland Terrace: School grade data in 2016 ranked a letter grade of D with 35% of possible points earned, improving 9% points. In 2015, a letter grade of F was earned with 26% of possible points earned (based on proficiency only). In 2014, a school grade of F was earned.

Further breakdown of the 2016 scores indicate the following:

2015-16 Preliminary School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D= 32% to 40% of points, F = 31% of points or less

#	School Name	English Language Arts Achievement	% of Points Difference 15 to	English Language Arts Learning Gains	English Language Arts Learning Gains	Mathematics Achievement	% of Points Difference 15 to	Mathematics Learning Gains	Mathematics Learning Gains of the	Science Achievement	% of Points Difference 15 to	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-15	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Preliminary Grade 2016	Informational Baseline Grade 2015	% of Points Difference 15 to 16	Title 1	School Type	Percent of Minority Students	Percent of Economically
0191	OAKLAND TERRACE- 2016	32	6	36	33	34	7	42	48	20	-4					245	7	35	99	D	F	9	YES	01	53	100
0191	OAKLAND TERRACE SCHOOL FOR THE VISUAL AND PERFORMING ARTS-2015	26			27				24							77	3	26	98		F		YES	01	53	80

2016 FSA	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
					1	2	3	4	5
ELA GRADE 03 STATE	03	220,663	301	54	22	24	27	19	9
OAKLAND TERRACE SCHL FOR VIS	03	59	291	31	32	37	17	12	2
ELA GRADE 04 STATE	04	209,261	310	52	25	23	26	19	7
OAKLAND TERRACE SCHL FOR VIS	04	47	297	30	55	15	21	4	4
ELA GRADE 05 STATE	05	200,629	320	52	22	26	26	19	7
OAKLAND TERRACE SCHL FOR VIS	05	49	306	24	45	31	14	8	2
MATH GRADE 03 STATE	03	220,771	301	61	21	18	28	22	11
OAKLAND TERRACE SCHL FOR VIS	03	59	288	36	46	19	22	14	0
MATH GRADE 04 STATE	04	212,169	314	59	24	17	26	20	12
OAKLAND TERRACE SCHL FOR VIS	04	51	297	29	51	20	20	6	4
MATH GRADE 05 STATE	05	202,701	322	55	23	22	24	20	12
OAKLAND TERRACE SCHL FOR VIS	05	49	307	29	47	24	20	4	4

Bay District Schools 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)

The 3 year aggregate VAM for Oakland Terrace is Effective.   For the 2016-17 school year, there are NO Needs Improvement (NI) or Unsatisfactory (U) teachers in grades 3-5.

Grade Level	Student Growth 2015-2016	Final Evaluation 2014-2015
4ᵗʰ Grade		
███████████████	E VAM ELA: .029; Math: -.123	E
████████████████	HE MAP Projected Growth Met 69%	E
5ᵗʰ Grade		
████████	HE VAM ELA: .363; Math: .391	N/A
█████	HE VAM ELA: .314; Math: .787	HE
████████████████	N/A 16/17 New Hire	Unavailable
4/5 ESE		
███████	E VAM ELA: -.055; Math: .211	HE

*No teachers were removed for less than effective VAM scores.
*All positions are currently filled. No vacancies at this time.

Current NWEA MAP progress monitoring data indicate **improvement** for each grade level from the Fall to the Winter administration of MAP for Grades 2-5.

	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
School	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPR
Student Status Norms (Nationwide - Beginning of year)	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205
BAY DISTRICT	189.3	196.2		199.3	204.3		207.4	211.4		189.5	197.0		201.0	207.1		211.0	216.1		188.9	194.0		195.3	199.1		201.8	205.8	
0191 - Oakland Terrace	184.3	(191.6)		187.7	(195.7)		194.6	(203.7)		182.8	(190.8)		190.7	(197.3)		202.3	(205.9)		not tested	not tested		188.5	not tested		194.7	(201.9)	

◯ = **Improvement/Growth Made**

PLUS² Data Monitoring System

Systematic progress monitoring of schools through the systemic Progressive Learning and Understanding through Support Systems (PLUS²) four times per year with the PLUS² team and bi-monthly support. Tier 3 support- most intensive for these schools.

With a pre-defined rubric, Bay District Schools also utilizes the PLUS² monitoring system to collect school-wide data on 6 look-fors;
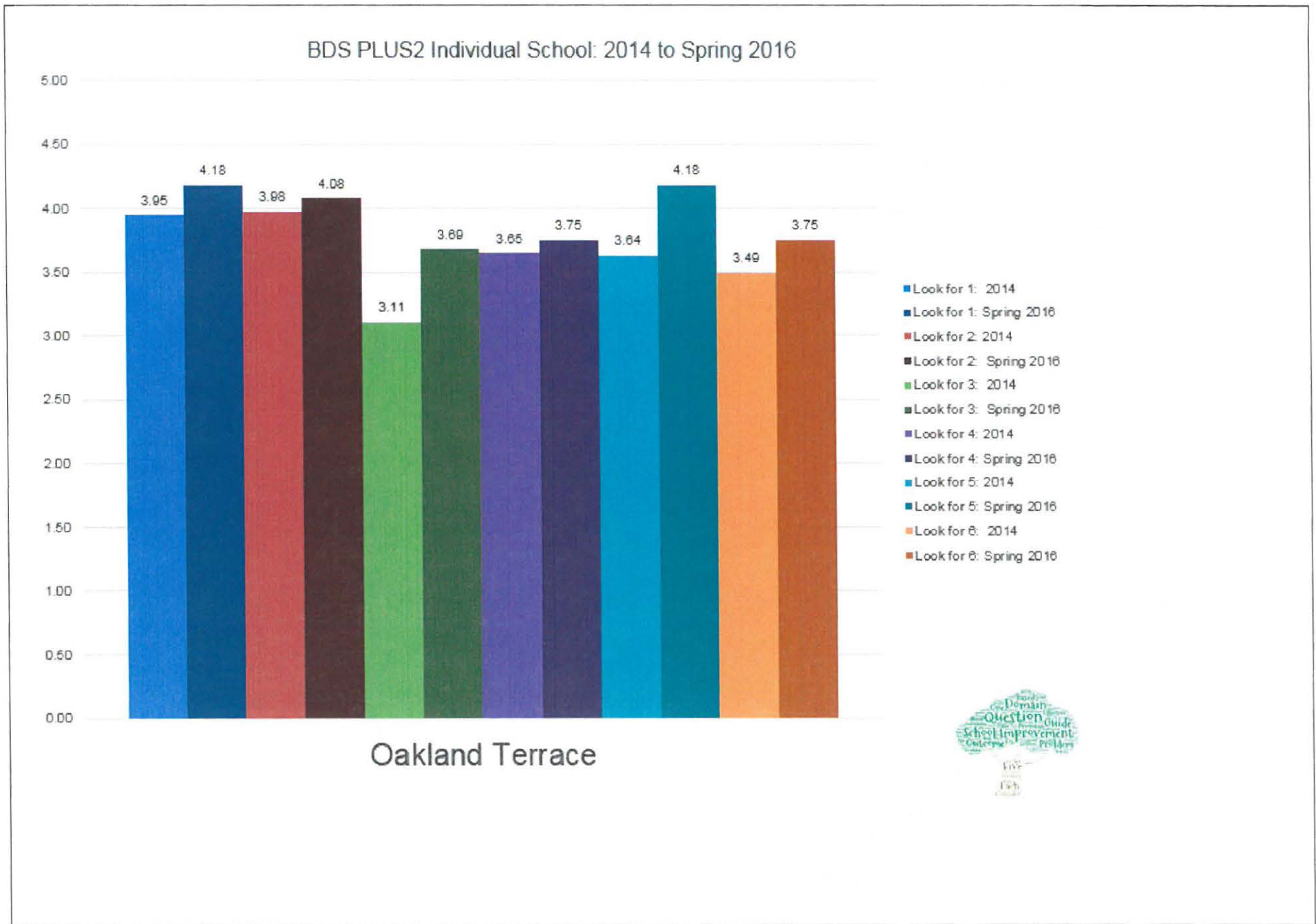
1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
4. Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

Decisions and adjustments occur immediately.

*See Attachment for PLUS2 Learning Walk Rubric

BDS PLUS2 Individual School: 2014 to Spring 2016

Oakland Terrace

Legend:
- Look for 1: 2014
- Look for 1: Spring 2016
- Look for 2: 2014
- Look for 2: Spring 2016
- Look for 3: 2014
- Look for 3: Spring 2016
- Look for 4: 2014
- Look for 4: Spring 2016
- Look for 5: 2014
- Look for 5: Spring 2016
- Look for 6: 2014
- Look for 6: Spring 2016

Values: 3.95, 4.18, 3.98, 4.08, 3.11, 3.69, 3.65, 3.75, 3.64, 4.18, 3.49, 3.75

2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Oakland Terrace data indicates the following:

Staff Survey overall score 4.42:
Purpose and Direction: 4.62
Governance and Leadership: 4.58
Teaching and Assessing for Learning: 4.29
Resources and Support Systems: 4.41
Using Results for Continuous Improvement: 4.47

Parent Survey overall score 4.51:
Purpose and Direction: 4.56
Governance and Leadership: 4.44
Teaching and Assessing for Learning: 4.51
Resources and Support Systems: 4.55
Using Results for Continuous Improvement: 4.56

Oakland Terrace Initiatives:
- Partnership with TNTP (The New Teacher Project)
  - Identify gaps in instruction and other systems
  - Identify clear, academic priorities and strong curricular resources
  - Provide ongoing coaching for teachers and administrators
  - Provide training on essential knowledge of Florida Standards
  - Provide direction and recommend improvements
- Full time math coach, full time ELA coach, full time social worker, and full time interventionist to support new teachers and improvements identified by TNTP. Additionally, weekly science mentoring and instruction will be led by the Science Staff Training Specialist.
- Four differentiated professional development turnaround days (June/July 2016)- Principal led teachers in the analyzation of school-wide data. PLCs set. Full time literacy coach led work groups (including the principal) around the curriculum guide. Full time math coach led work groups in common assessment development, instructional shifts, and data review.
- New assistant principal/assistant administrator
- Additional minutes of ELA instruction above required (900 minutes)
- Implementation of SRA at K, 3, 5. Wonders at 2, 4. 16-17
- Rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexiles, and progression scales, etc.
- Tyner at K-2
- MFAS Task Implementation (Grades 1, 3-5)
- StemScopes science 3-5
- Connect to Comprehension for Tier 2 and Tier 3 intervention
- ELL Newcomer Program
- Simplifying RtI Pilot (16-17 school wide roll out)
- Community partnership with Raymond James and GAC
- Peacefirst (implementing 16-17)
- Fine Arts- Drama, Ukeles
- Guys on the Go/Orca Pearls

Bay District Schools 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)

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.

BDS will follow TNTP's recommendations and immediately develop an action plan with TNTP for the remainder of the school year once the report has been completed. The action plan timeline will depend on the work outlined in TNTP final recommendations. TNTP is gathering both qualitative and quantitative data through conducting learning walks, interviews, data disaggregation, and trend research.
TNTP's approach will focus on three areas: rigorous academics, talented people, and supportive environments to
- o Identify gaps in instruction and other systems
- o Identify clear, academic priorities and strong curricular resources
- o Provide ongoing coaching for teachers and administrators
- o Provide training on essential knowledge of Florida Standards
- o Provide direction and recommend improvements

Bay District Schools has compelling evidence through data indicated in Item 4 which show both TOP schools are improving given various data points. With the recent release School Grades, Cedar Grove dropped to an F by 1 point, but the grade is under appeal, and we foresee moving to remain a D. Oakland Terrace improved from an F to a D. For the past two years, Bay District has embraced a systemic approach for progress monitoring student achievement and instructional practices, and we continue to support both Cedar Grove and Oakland Terrace in their improvement efforts.

Bay District Schools has dedicated administrators with years of experience, leadership, and consistency at both turnaround schools. Mr. Phillip Campbell, Principal of Cedar Grove Elementary, has been in administration for eleven years with six at Cedar Grove. Mr. Lendy Willis, Principal of Oakland Terrace School for the Visual and Performing Arts, has been in administration for twenty-five years with three at Oakland Terrace. Both principals are dedicated to overcoming the barriers that face each of these schools and are striving to lead both schools out of turnaround status.

Regarding Cedar Grove Elementary, should the findings of TNTP indicate a change in leadership is necessary for improvement and the school grade for 2016-17 does not show growth, the Superintendent will replace the principal at the end of school year 2016-17.

16-17 BDS Curriculum Support:
- Monthly visit by Director of Elementary Instruction to support principals. Learning walks will be done with administration using Google Forms to provide teachers specific feedback.
- Bi-monthly visit by Instructional Specialist for School Improvement to support principals. Learning walks will be done with administration using Google Forms to provide teachers specific feedback.
- Continue ELA/Math Liaisons for every grade level to build capacity and strengthen PLCs
- Professional development for 5th grade science teachers
- Common Formative Assessment (CFA) training with Cassie Erkens, expand on PLC work and CFA
- PLUS^2 monitoring of data and instruction

16-17 BDS Structural Support:
- BDS Teacher Contract for Differentiated Performance Pay of $5,000 (Superintendent is currently negotiating with the Teacher's Union to increase salaries at these two schools)
- Principal Incentive Pay ranging from $2,500 to $10,000
- Title 1 distribution and supports for both schools
- ESE Inclusion funds to support inclusion initiative
- Additional requests met through Title 2

Phase 2

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

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

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

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

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

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

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

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

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

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

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

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

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

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

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

Implementation Plan

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

☒ *Area of Focus 1*

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

☐ *Area of Focus 2*

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

☐ *Area of Focus 3*

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

☐ *Area of Focus 4*

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

☐ *Area of Focus 5*

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

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

The PLUS^2 monitoring system is used to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. The turnaround lead will visit each TOP school bi-monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the PLUS^2 lookfors and other related data. Additionally, once per month, the Director of Elementary Instruction will visit the school to discuss progress with the principal, conduct learning walks, and support the principal. Instructional coaches for both ELA and mathematics will be on campus to provide job-embedded support in the classrooms.

Further, in addition to the earned units at both schools, each school has been allocated with additional units.
Cedar Grove: 10 units
Math Coach- 1 unit
Literacy Coach- 1 unit
ESE Pre-K- 1 unit
Autism- 2 units
Intervention Teacher- 1 unit
Title I Resource Teacher- 1 unit
ESE Inclusion Teacher- 1 unit
SLP Autism- 1 unit
Social Worker- 1 unit

Oakland Terrace: 10 additional units
Math Coach- 1 unit
Literacy Coach- 1 unit
ESE Resource Teacher- 1 unit
ESE Pre-K- 1 units
Psychologist- 1 unit
ESOL- 2 units
Social Worker- 1 unit
Classroom Teacher- 1 unit
Intervention Teacher- 1 unit

1. Phase 2

Option 2: Closure

Areas of Assurance

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

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

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

Phase 2

Option 3: Charter

Areas of Assurance

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

Assurance 1

The district shall close the school(s) and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

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

Implementation Plan

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

Phase 2

Option 4: External Operator

Areas of Assurance

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

Assurance 1

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

Assurance 2

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

Assurance 3

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

Implementation Plan

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

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.

Bay District Schools will be partnering with TNTP (The New Teacher Project). An in-depth needs assessment will be conducted to diagnose and address challenges as well as assist in building the capacity of leadership and teachers at Cedar Grove and Oakland Terrace.

By **October 2016**, TNTP will provide final recommendations for improvement for Cedar Grove and Oakland Terrace. *BDS will follow TNTP's recommendations and immediately develop an action plan with TNTP for the remainder of the school year once the report has been completed. The action plan timeline will depend on the work outlined in TNTP final recommendations. TNTP is gathering both qualitative and quantitative data through conducting learning walks, interviews, data disaggregation, and trend research.*

TNTP's approach will focus on three areas: rigorous academics, talented people, and supportive environments to
- o Identify gaps in instruction and other systems
- o Identify clear, academic priorities and strong curricular resources
- o Provide ongoing coaching for teachers and administrators
- o Provide training on essential knowledge of Florida Standards
- o Provide direction and recommend improvements

BDS has also contracted with TNTP to offer intense research based training on the Florida Standards Instructional Shifts with all teachers from Cedar Grove and Oakland Terrace. The purpose of this training is to ensure teachers understand the instructional shifts required by the standards and FSA to provide conditions for improvement that directly impact student achievement.

TNTP Timeline:

August	• Initial data collection • One-on-one interviews of school leaders, faculty and staff (15 interviews completed) to gather baseline data • Review of current turnaround plans • Finalization of research questions and recommendation hypotheses
September	• Initial data collection • One-on-one interviews of school leaders, faculty and staff (15 interviews completed) to gather baseline data • Review of current turnaround plans • Finalization of research questions and recommendation hypotheses
October	• Classroom walkthroughs at both schools • Teacher focus groups at both schools • Review of data analysis with district and school leaders • Teacher training for both schools to build understanding of and practice with Florida standards-aligned instruction • Final recommendations for revisions to turnaround plans submitted

Once per month, the Director of Elementary Instruction will visit the school to discuss progress with the principal, conduct learning walks, and support the principal of each school. Cedar Grove Principal has been assigned a "Principal Coach/Mentor" to provide assistance in conducting walk-throughs, have deep conversations related to data-driven instruction, and guide immediate corrections. Principal Coach/Mentor is a successful turnaround principal. Instructional coaches for both ELA and mathematics will be on each campus daily to provide job-embedded support in the classrooms.

Bay District Schools will continue the PLUS[2] systemic data monitoring system used to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. The turnaround lead will visit each TOP school bi-monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the identified work of TNTP. **Decisions are made immediately. If a school needs a resource or support, adjustments occur IMMEDIATELY.**

Further, in addition to the earned units at both schools, each school has been allocated with additional units and strategies to recruit highly effective teachers has been employed, such as a performance incentive of $5,000; the school's having the first opportunity to list vacancies for hiring, and a district-wide email to highly effective teachers encouraging them to transfer to Cedar Grove and Oakland Terrace from the Superintendent.

Bay District Schools 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)

Recruitment Strategies:

Bay District Schools has also offered the following recruitment incentives:

1. Provide teacher with a class set of iPads or other specified technology along with training and resources.

2. Assist teacher in moving and setting up classroom.

3. Classroom supplies of up to $1000 to be distributed throughout the year.

4. A TDY day provided once a month, at the district's expense, for work on in-depth data analysis, one on one professional development with the reading and math coach or other needed research-based activities.

Appendix G of the Association of Bay County Educators (ABCE) Contract is a written agreement with the school district to attract and retain highly effective teachers at Focus and Priority schools.

If a teacher, as qualified below, volunteers, signs transfer paper, and is selected to move to a qualified school by August 1, he/she will receive a yearly bonus of $5,000. The bonus will be paid over the course of the school year.

Teacher Qualifications:
- *Teacher must hold a current professional teaching certificate*
- *Teacher must have a Direct student growth measure that is Highly Effective for two out of the three most recent years*
- *Must have a minimum of 8 students tested in qualifying area*

Bonuses are as follows:
- *A yearly bonus of $5,000 will be given for teachers at*
  - a. *Schools presently rated a "D" or "F"*
  - b. *Schools rated a "D" or "F" two out of the three most recent school years*
  - c. *At the recommendation of the Superintendent and the approval of the Board, schools previously eligible for Performance Pay can be extended, as qualifying schools, in this manner:*
    - *First year - qualifying teachers earn $2,000.00*
    - *Second year - qualifying teachers earn $1,000.00*

NOTE: Bay District Schools is currently negotiating with the teachers' association to increase the performance pay from $5,000 to $10,000 at Cedar Grove and Oakland Terrace.

District Name: Bay District Schools

Petition for Additional Time

This section is applicable only to districts that have completed two or more years of implementation of a State Board-approved turnaround option plan.
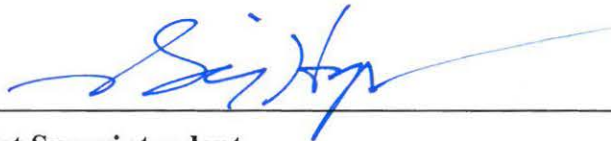
☐ **The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this form.**

Review and Approvals

This section is applicable to all districts.

RED Recommendation for Approval of TOP:	Comments:
☐ Recommend for Approval	
☐ Recommend for Approval with Reservation	**Date of Review:**
☐ Do Not Recommend for Approval	

Signature:

_____   8/23/16
District Superintendent   Date

PLUS²
PROGRESSIVE LEARNING & UNDERSTANDING through SUPPORT SYSTEMS

Look-for Calibration

The PLUS² Process collects data from conducting fifteen-minute learning walks in order to drive district level professional development and support teachers through job-embedded professional development using instructional coaches.

Learning Walks are non-evaluative for teachers and Learning Walk data collection forms will be collected by PLUS² Facilitator and later shredded as to maintain teacher confidentiality. Forms will NOT be left at the school. Each learning walk team will designate a member to keep time, look at lesson plans, and ask students questions related to the look-fors.

Principals should notify teachers to have a printed copy of lesson plans on their desk for PLUS² members to look over. If teachers have additional data for groups, differentiation, etc. they may also display that. In this way, PLUS² members will be able to mark accordingly for evidence obtained from lesson plans in order to identify look-fors accurately.

Bay District Schools has identified six look-fors which when fully implemented and embedded represent high-quality instruction. Each look-for is identified on a <u>whole number</u> scale from 1-5 (as seen below) and each group will come to consensus after each learning walk. Evidence collected in the classroom is based solely on the time during the Learning Walk, what is seen and heard during this time. Then, look-for data is inputted into a data collection tool to be combined with other group scores for a collective average for the school. School data will be sent to principals in order to identify school-wide trends and patterns. School data will be combined and analyzed at the district level to identify district-wide trends and patterns in order to drive discussion and support schools through supports, coaches, and professional development.

NEW FOR 2016-2017- Look-fors 2, 3, 6 will be a focus with data collected encompassing these look-fors. Please note: all look-fors are intertwined and still important for implementation purposes.
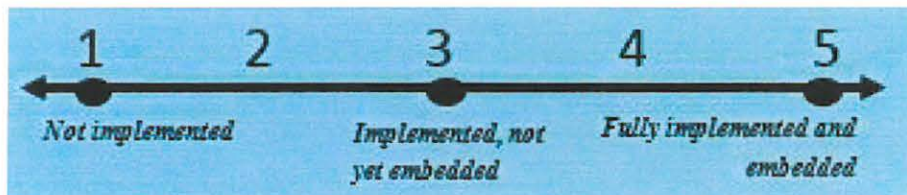
1	2	3	4	5
Not implemented		Implemented, not yet embedded	Fully implemented and embedded	

Bay District Schools 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)

1. Utilizing Standard: IE Learning Objective/Learning Goal/etc.

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No standard(s)/daily objective/lesson purpose, or learning goal posted.	Standard(s)/daily objective/lesson purpose, or learning goal posted but not referenced. Students unable to connect task to posted objective or daily objective to the larger learning goal for the unit. Observers may ask students, What are you doing? Why are you doing it? What's it helping you learn?	Standard(s)/daily objective/lesson purpose and learning goal are posted (visible to students) and referenced. Students are able to explain how the task is connected to the daily objective and how daily objective connects to larger learning goal.

2. Instructional Framework ELA/Math/Content Area
ELA Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Reading Framework integrated within ELA instruction. *This is a teacher-centered classroom.	*Limited evidence of small group instruction or centers/stations (may vary in appearance according to curriculum).	*ELA classrooms utilize the gradual release of responsibility model: I do, we do, you do together, you do independently.*Structure of Reading Framework (Whole Group/Small Group, Centers/Stations, Technology, Writing, etc.) integrated within ELA instruction (may vary in appearance according to curriculum). *Standards-based and appropriately rigorous stations/centers. *Small/whole group instruction *Text-based Writing in Response to Reading; to include Six traits and citing of evidence. *Academic discourse *Classroom procedures have been established and are routine to support the instructional framework. *This is a student-centered classroom.

Math Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Math Frameworks being implemented, as primarily evidenced by an over-emphasis on procedural understandings and lack of student thinking/reasoning *No evidence of incorporation of the Math Practice Standards as evidenced by a lack of student discourse, mathematical reasoning and mathematical application/modeling *This is a teacher-centered classroom.	*Limited/ineffective use of the Math Frameworks Sequence of Standards Based Instruction *Limited integration of the Math Practice Standards as evidenced by some student discourse but limited mathematical reasoning or mathematical application/modeling.	Effective use of the Math Frameworks Sequence of Standards Based Instruction: o 5 Minute Cumulative Review o Number Talks of Misconception Spotlight o You Think o We Share, I Facilitate o You Apply, I Refine *Evidence of the integration of the Math Practice Standards as evidenced by student discourse which is focused on mathematical reasoning and application and/or modeling *This is a student-centered classroom.

Content-area Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Instructional Framework integrated within content-specific instruction. *This is a teacher-centered classroom.	*Students are participating in whole group instruction with limited evidence of small group/guided group/collaborative pairs instruction or centers/stations (may vary in appearance according to curriculum). *Science specific: Limited evidence of hands-on learning/labs	*Content area classrooms utilize the gradual release of responsibility model: I do, we do, you do together, you do independently. *Students know and understand the purpose of small group/collaborative pairs, guided group, whole group instruction. *Science specific: Evidence of hands-on learning/labs *Social Studies Specific: Evidence of primary source analysis/document-based questions *Academic discourse *Classroom procedures have been established and are routine to support the instructional framework. *This is a student-centered classroom.

3. **Levels of Thinking: How deeply does someone interact with the text or material in order to complete the task or answer the question?**

Levels of Thinking: Tasks

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No evidence of higher levels of thinking in tasks.	Few tasks elicit higher levels of thinking, but the majority of tasks are at lower level of thinking.	Evidence of a range of tasks eliciting higher levels of thinking.

Levels of Thinking: Questions

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No evidence of questioning that elicit higher levels of thinking.	Teacher asked few developmentally appropriate questions eliciting higher levels of thinking.	Evidence of a range of developmentally appropriate questions eliciting higher levels of thinking. Student and teacher generated higher level questions are present.

4. **Student Cognitive Engagement**

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
Retreatism/Rebellion. Students are off task and behavior management issues may be observed.	Compliant/Ritually Engaged. Students are participating and doing the work.	Authentic Engagement. Students are metacognitive and are thinking about their learning (what am I doing, and why am I doing it).

5. **Differentiated Instruction-** NEED TO HAVE EVIDENCE CLEARLY MARKED ON TEACHER DESK FOR THIS LOOKFOR

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*There is no evidence of planning for differentiation. *There is no evidence of meeting the needs of students during instruction.	*Limited evidence of planning and documentation for differentiated instruction. *Grouping of students is evident.	*Teachers plan and document for differentiated instruction and **flexible** grouping: (possible examples could include, but are not limited to: data notebook, lesson plans, guided group anecdotal notes, PLC minutes, etc.) *Teachers are meeting the needs of students during instruction based on evidence of differentiated instruction (content, process, product, **or** environment). *How do we know students' needs are being met?

6. **Ongoing Assessment**

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No established criteria for what mastery of standards looks like. *No evidence of formative assessment during instruction. *No evidence of effective and specific feedback used at any time during instruction.	*Some criteria for what mastery of standards looks like: (possible examples could include, but are not limited to: generic progression scale, generic rubric, exit ticket). *Limited evidence of formative assessment during instruction. *Limited evidence of effective and specific feedback (verbal and/or written) used at any time during instruction.	*Clear established criteria for what mastery of standards looks like through a content specific progression scale. *Evidence of formative assessment during instruction to know where individual students are in their learning (possible examples could include, but are not limited to: Observations, questioning, discussion, exit slips, learning logs, graphic organizers, self assessments, whiteboard response. *Evidence of effective and specific feedback (verbal and written) used consistently during instruction.