



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

**Turnaround Option Plan (TOP) - Phases 1 and 2
Planning in 2015-16 for Implementation in 2016-17**

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.

Madison County Central School – 40 0041

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.

The needs assessment for Madison County Central School was completed through the review of performance data of the past year as well as review of the results of the 5Essentials (Spring 2016) Full Report.

In reviewing the school's report card for 2016 the school's performance is significantly below the state average in all areas except Middle School Acceleration. Looking back to the 2015 report card we see the same occurrence, with the shining point being the school exceeding the state's average for Middle School Acceleration.

Madison County Central School Grades
2014-16 & 2015-16 Compared to State Averages

	2015	State	Difference	2016	State	Difference
ELA	29	54	(25)	28	53	(25)
ELA LG				35	52	(19)
ELA LQ				25	41	(16)
MATH	30	54	(24)	32	54	(16)
MATH LG				39	52	(16)
MATH LQ				37	40	(3)
SCIENCE	20	57	(37)	28	56	(28)
CIVICS	42	67	(25)	28	68	(40)
MS Acceleration	74	62	+12	60	62	(2)

The school participated in the University of Chicago's 5Essentials survey. Research from the survey has shown that schools strong in at least 3 of the 5 Essentials are 10 times more likely to improve student learning. Results of the School Effectiveness Surveys indicate that, s Madison County Central School is *not yet organized*. Their ratings are as follows:

- **Ambitious Instruction:** Classes are challenging and engaging. *Strong*
MCCS Received A Score of **64**, Representing Its Aggregate Performance Across Four Key Indicators Of Indicators Of This Essential:
 - English Instruction (64 - Strong)
 - Math Instruction (83 - Very Strong)
 - Academic Press (62 - Strong)
 - Quality of Student Discussion (46 - Neutral)
- **Effective Leaders:** Principals and Teachers Implement a Shared Vision for Success. *Weak*
MCCS Received a Score of **21**, Representing Its Aggregate Performance across Four Key Indicators Of Indicators of This Essential:
 - Program Coherence (11 - Very Weak)
 - Teacher-Principal Trust (25 - Weak)
 - Teacher Influence (23 - Weak)
 - Instructional Leadership (24 - Weak)
- **Collaborative Teachers:** Teachers Collaborate to promote Professional Growth. *Weak*
MCCS Received a Score of **23**, Representing Its Aggregate Performance across Four Key Indicators Of Indicators of This Essential:
 - Collaborative Practices (56 - Neutral)
 - Collective Responsibility (8 - Very Weak)
 - Quality Professional Development (27 - Weak)
 - School Commitment (- Low Response/Not Applicable)
 - Teacher-Teacher Trust (1 - Very Weak)
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *Weak*
MCCS Received a Score of **26** Represents Its Aggregate Performance across Key Indicators of Involved Families:
 - Teacher-Parent Trust (14 - Very Weak)
 - Parent Involvement in School (14 - Very Weak)
 - Parent Influence on Decision Making In Schools (50 - Neutral)
- **Supportive Environment:** The school is Safe, Demanding, and Supportive. *Weak*
MCCS Received a Score of **39** Represents Its Aggregate Performance across Key Indicators Of Supportive Environment:
 - Peer Support for Academic Work (44 - Neutral)
 - Academic Personalism (51 - Neutral)
 - Safety (35 - Weak)
 - Student-Teacher Trust (27 - Weak)

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.

In the past 2 years, Madison County Central School has seen "pockets" of success. Some examples are the outstanding performance in the area of the Middle School Acceleration as well as the decline in discipline occurrences. But, we must educate ALL students. Several initiatives and practices geared toward student achievement have been instituted. The school is also getting commitments from its leaders to stay the course. The school is poised for success.

The District chose this model (district-managed turnaround) because the school's stage is set for success and it needs to stay the course and to fully implement its plans. With the correct guidance and supervision from the district along with "new" school leadership, the school will achieve its goals.

The assurances are addressed as follows:

Assurance 1:

The District-Based Leadership Team (DBLT) is comprised of the appropriate personnel. The District Based Leadership Team will participate in monitoring of the schools with monthly meeting with each School's Administrative/Leadership Team. These meetings will include data element reviews (assessment results, grade distributions, progress monitoring, attendance, and discipline data), review of MTSS and SIT team data, scheduled classroom walkthroughs and observations, as well as provide Turnaround staff to the low performing school.

Assurance 2:

The roles of the members of the district leadership team are as follows: To ensure that district policies and procedures are supportive of this improvement process; To ensure that the schools are using their SIP plans and to monitor its implementation; To clearly identify areas of responsibility and implement checkpoint for accountability; To ensure that needed support is provided to support their school improvement efforts.

Assurance 3:

The District has designated a Turnaround Lead to direct, supervise, and evaluate department staff in terms of their performance responsibilities and productivity in achieving the district's priorities and results, and holds them accountable for services consistent with the district's decentralized organization and management philosophy and systems. The department to include the principal and the Turnaround secretary.

Assurance 4:

Madison County School District assures operational flexibility to Madison County Central School through greater autonomy in decision-making in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district recognizes this may require providing waivers or exemptions from traditional district policies for MCCS. This ensures the implementation of strategies to support effective leadership, i.e., building capacity within the administration and teaching staff by strengthening skills through appropriate leadership professional development or reassignments. This operational flexibility will give MCCS the flexibility to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development through Instructional Coaching and other knowledgeable experts, and Professional Learning Communities (PLCs). The school will also have the flexibility to change the school schedule so more time could be devoted to core academics. It will also provide MCCS the flexibility to utilize funding to best staff the school with effective, highly qualified teachers for each classroom (and other necessary staff), to provide continuous, comprehensive professional development to build sustainable capacity, and support all learning environments with technology so the whole school becomes student centered, focused on student achievement.

Assurance 5: & Assurance 6:

It is the desire of the District to only employ effective or highly effective instructors, as defined in the district's approved evaluation system. Because the instructor's ratings are so late being released and this system is located in a poverty stricken community, there may be an instance where some in another category may be hired or rehired. In that instance it is the practice where that instructor is given intensive support by including them in the beginning teacher support program, placing them with a mentor and giving them one year to improve. This process is monitored throughout the year.

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.

X *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.

X *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.

X *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.

X *Area of Focus 4*

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

X *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.

Madison County Central School began the school year with a new principal. He comes to us several years of demonstrated successful principal experience. He has worked with very diverse and high poverty populations. We also have at least a 3-year commitment for his tenure.

With a district Turnaround leader along with a Continuous Improvement Director (CID), the school will fully embrace the 5Essentials and implement the programs and initiatives that are in place to support and monitor them to take the school to the next level.

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)

<p>The District will provide support as needed. The School Team along with the District will look at the result of the AdvancED survey (spring 2016) to as we progress toward improved student achievement.</p>
