



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

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

*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.

██████: 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.

Campbell Middle School, MSID 0745

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.

██████: 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

██████: 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.

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

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Volusia County Public Schools

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

The 5Essentials survey results were used, as well as formative and summative assessment data, as stakeholders determined priority needs of the school. This process is described in greater detail in DIAP, Section I.B.2 and DIAP, Section I.B.3.

B. Turnaround Option Selection

_____: 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.

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

Beginning with the opening of the 2015-2016, Campbell Middle School has been undergoing a district-managed turnaround. This turnaround occurred one year ahead of the required schedule because district leadership determined the school's need was an absolute priority. The leadership team, including the principal and each assistant principal were newly appointed to the school. All of the teachers from the 2014-2015 school year faculty were re-interviewed and more than half were removed or reassigned. In the 2016-2017 school year, a continued district-managed turnaround process is needed in order to support the change processes currently underway at Campbell Middle.

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.

[REDACTED]: 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.

[REDACTED]: 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.

[REDACTED]: 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.

[REDACTED]: 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.

[REDACTED]: 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.

[REDACTED]: 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

Part III of the DIAP: 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).

Context: 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.

Context: In 2016-2017, Campbell Middle School missed the C school grade mark by 3 points. Overall, Campbell had large gains in multiple areas last year in part due to the work of curriculum specialists and district liaison to assist teachers and instructional coaches. Two new APs have been appointed at Campbell Middle, Eric Polite and Robert Wall. Both of these new leaders are experienced secondary leaders and come from schools that have earned A and B school grades. In addition, instructional coaches are experienced in their areas, with each of them having helped to achieve the large gains made at Campbell during the 15-16 school year. In the areas where the school has had high

growth, successful practices should continue. However, there has been a high turnover in staff, so retraining is necessary in order for previously successful strategies to become routine. In addition, teachers new to Campbell in 2016-2017 necessitate the need for extra support.

Selected Barrier: Recent reconstitution of Campbell Middle has led to a staff that is generally new to teaching. There is a need to support the new staff on gaining cohesion with school-wide structures, lesson planning data use, and differentiated instruction.

Performance Targets and Clear Expectations:

- If the school grade performance target of C or higher is not reached, the district will replace the principal.
- If teachers have a 16-17 VAM score of unsatisfactory or needs improvement, those teachers will be not be rehired at Campbell Middle.

Strategy: *Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction.*

1. Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent.
2. Dedicate Principal on Assignment to Turnaround Implementing School.
3. Superintendent meeting with Principal to discuss that she will be replaced if the school does not increase its letter grade to C or higher.
4. Establish and communicate school-wide procedures and non-negotiables for curriculum maps and interim assessments use, intervention, PLC attendance, grading policies, and classroom discipline.
5. Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)
6. Provide schoolwide CHAMPS training and follow-up support
7. Provide support and training for lesson planning and curriculum pacing
8. Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than effective, as well as priority for any new vacancies.
9. Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data.