



# Turnaround Option Plan – Phase 2

## Pinellas County Public Schools

*This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).*

Fairmount Park Elementary School

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

Introduction:

Pinellas County Schools is committed to academic excellence in creating the highest possible performance outcomes for the students at Fairmount Park Elementary School. As such, the district has conducted an extensive analysis of the supports and interventions in place at Fairmount Park as part of its annual review of student performance data and the district’s commitment to continuous improvement. This review includes a longitudinal analysis of the interventions in place presently, as well as those piloted and modified at the school over the past five years. A district team also met with the school leadership team and the Community Assessment Team to review school data, determine causes related to the school’s growth areas, and make recommendations for improvement.

Pinellas County Schools is fully committed to supporting Fairmount Park as part of its differentiated system of supports for schools. Based on our analyses, we conclude that the best solution to combat the academic underperformance at the school will require a dramatic re-visioning and contracting with an external operator to infuse additional evidence-based methods and management tools. Although the district is proud of its successful history of school improvement and our innovative approaches in supporting our most challenging schools, we recognize that our efforts with Fairmount have been inadequate to address the school’s specific instructional and leadership challenges. We believe that the actions outlined in this Turnaround Option Plan will advance the school beyond the minimum standards to attain a grade of C, and transform the school into a model of rigorous teaching, learning, and instructional leadership to inform turnaround efforts in other schools within the district and state.

As part of the district’s innovative approaches to school turnaround, Superintendent Michael A. Grego and the Pinellas County School Board have invested in an ambitious support structure that provides for an increasing number of strategies and interventions to support schools based upon their unique needs. That structure includes:

1. **Feedback on the elements of excellent instruction** that is provided through the district’s Instructional Support Model (ISM) process. Pinellas County Schools has established a unified definition of excellent instruction that outlines what students, teachers, and leaders are doing in meeting the highest instructional standards.

Definition of Excellent Instruction:

**Students are:**

- Cognitively engaged in rigorous, standards-based content
- Empowered to take ownership of their learning
- Demonstrating understanding of their learning

**Teachers are:**

- Building intentional plans to ensure delivery of standards-based instruction
- Gradually releasing responsibility of learning
- Providing feedback about the learning
- Providing multiple ways to assess learning

**Leaders are:**

- Setting goals and developing actionable plans, aligning resources, and monitoring data around learning
- Building a positive culture and climate by being visible and supportive, and via feedback and coaching to teachers
- Empowering teacher growth through PLCs, collaboration, and distributed leadership

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2. **A district Multi-Tiered System of Support** is in place that outlines interventions, processes, and progress measures that are unique to each school's needs. Additionally, the district has established an ongoing developmental, research evaluation of our turnaround initiatives and all of the strategies and interventions in place to support learning.
3. **A dedicated Transformation Zone** team has been established and a series of intensive supports are in place to serve our neediest schools. This includes a district support team led by Superintendent Michael A. Grego and Transformation Zone Director, Ms. Nikita Reed. The team will meet weekly to review the findings from school visits, discuss data from progress monitoring assessments, and monitor action items to meet the school's aggressive SIP goals. The team has full authority to provide real-time solutions to the school with great efficiency in removing any barriers related to academics, staffing, operations, and culture and climate needs.

### Needs Assessment / Measures / Summary:

**A thorough data review has informed every aspect of this plan** and is connected to a number of ongoing monitoring systems in place to support these schools in alignment to the five domains for school turnaround:

- **Effective Leadership,**
- **Public and Collaborative Teaching,**
- **Ambitious Instruction and Learning,**
- **Safe and Supportive Environment,**
- **Family and Community Engagement.**

**A summary of our needs assessment and its related findings is provided beginning on Page 5 of this document.**

### Conclusions related to ongoing supports for Fairmount Park Elementary

**The district's comprehensive data review** provides evidence that the district's turnaround model has contributed to increases at Fairmount Park, though the academic improvements have not been enough to exit turnaround status. The district's efforts to infuse additional supports at the school have included a number of initiatives associated with the district's Transformation Zone (see that list on the next page). Still, it is clear that a more aggressive treatment is needed.

It should be noted that Pinellas County Schools has a long history of taking aggressive and proactive approaches in supporting our most struggling schools. The district has exited many schools from turnaround status, which is a testament to our School Board's willingness to do "whatever it takes" to ensure student achievement for all.

In response to Commissioner Pam Stewart's call for bold, innovative approaches to school turnaround, Pinellas County Schools has dramatically and exponentially invested in our most struggling schools each year. The district's model of tiered supports is designed to increase resources annually in response to each school's needs and then differentiate the manner and degree that the interventions are provided.

As evidence of this proactive approach, Pinellas County Schools conducted a comprehensive review of Fairmount Park Elementary long before the school grade was announced this summer. In preparation for every contingency, the district aggressively moved forward with the following actions:

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- Contracted with Learning Sciences International (LSI) in February of this year to partner with the district in completing a full inspection and analysis of the school’s operations, leadership, instruction, and curriculum. LSI deployed a team of six personnel to conduct the needs assessment at the school site before the end of March so that critical decisions could be made no matter the outcome of the school grade.
- Partnered with LSI to review the instructional practices, student learning gains, and VAM scores of every teacher in the school.
- Partnered with LSI to conduct a lengthy needs assessment of the principal and assistant principal at the school, to include each one’s knowledge and skill related to school turnaround and capacity as an instructional leader.
- Negotiated a Memorandum of Understanding with our Pinellas County Classroom Teachers Association that provides for an extended instructional day for students and contractual day for teachers.
- Conducted a full review of all operational systems at the school, including facilities, supplies, maintenance, food service, transportation, and IT infrastructure and resources.

The proactive nature of these actions is yet another example of our district’s commitment to being a state leader in creative and effective school turnaround solutions.

### Key Actions in Support of Fairmount Park Elementary

**As a result of the comprehensive needs assessment, Pinellas County Schools is proposing an ambitious plan** that maintains many of the funded supports the district has in place (such as extending the school day and additional instructional and social supports) while committing to full-fidelity implementation of the Schools for Rigor model of instruction at Fairmount as designed by Learning Sciences International (LSI). This includes giving contractual control to LSI as an external operator to ensure full implementation by the school administration and staff.

The district’s consultant partnership with LSI has contributed to academic improvements at several of our turnaround schools and the faithful implementation of LSI’s full treatment at Bear Creek Elementary had a rapid effect on improving student outcomes at that school (which improved its grade from a D in 2015 to an A in 2017).

**In addition to our contract with LSI, the district is committed to maintaining its funding of additional supports** that are already in place and are contributing positively to school improvement. Those include:

- An extended school day (approx. 75 minutes), as well as increased Extended Learning Programs (such as after-school tutoring).
- Recruitment / retention / and school performance salary package (up to \$25,000 additional pay).
- Hiring and recruitment advantages outside of the contract that are provided to schools (ie: the ability to hire outside of the contractual transfer window, unique job fairs, etc.).
- Additional paraprofessionals to support instruction and small-group intervention.
- Additional embedded and Just in Time instructional coaches to support teacher growth in the areas of literacy, math and science as requested and under the direction of LSI.
- A six-week Summer Bridge program, including field experiences, for intervention and enrichment. The program is designed to reduce the summer slide in reading, mathematics and science and excite students about future learning opportunities.

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- Additional support services personnel (full-time psychologist, social worker, etc.), with related wrap-around services at no cost to families in need.
- A school-based mental health counselor and family navigator funded by the Juvenile Welfare Board to work with our families (via home visits) in support of the social-emotional well-being of our children and their care-givers.
- Technology to extend student learning, including:
  - **Beyond the Classroom** – Online resources for at-home learning.
- Creation of STEM academies as a way of increasing student engagement and rigor.
- Family engagement training and related “linked to learning” workshops based on the work of Dr. Karen Mapp / Harvard University.

### Additional District Initiatives in Place / Elementary School

- Gifted screening for every student in the school to support increased identification of minority students eligible for gifted services.
- Additional funding provided by the Juvenile Welfare Board to support Promise Time, an after-school program that provides students with quality reading and mathematics instruction.

## Needs Assessment / Metrics and Findings

A review of the key supports and metrics related to each of the five domains for school improvement is found below:

### Effective Leadership

The Learning Sciences International Team Lead and Assistant Team Lead conducted a structured needs assessment of the principal’s knowledge, skill, and capacity as an instructional leader. This assessment included an in-depth interview and observation of the principal during classroom walk-throughs.

The School Leadership Assessment looks for the competencies and skills that are the hallmarks of principals who successfully turn around low performing schools (Public Impact, 2008). These competencies and skills are:

#### **Achievement**

- The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Taking responsibility to improve outcomes and implement initiatives to accomplish sustainable results.

#### **Impact and Influence**

- Acting with purpose of affecting the perceptions, thinking, and actions of others.

#### **Monitoring and Directiveness**

- The ability to set clear expectations and to hold others accountable for performance.
- Mindfulness of school performance needs and holding teachers and administrators accountable for high standards.

#### **Team Leadership**

- Assuming authoritative leadership of a group for the benefit of the organization.
- Working with a group to leverage their input, develop actionable goals, and implement change in a school.

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### **Self Confidence**

- A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.

### **Recognition of Instructional Practices**

- Ability to discern instructional strategies and quality of implementation.
- Ability to recognize the alignment of student evidence to target standards.

### **Use of Data to Drive Instruction**

- Relentless collection and examination of student evidence of learning aligned to the standards.
- High expectations of teachers to adapt and improve instruction based on short-cycle data.

### **Operational Practices**

- Use of distributive leadership to ensure a smoothly running organization.

### **Parent and Community Connection**

- Continuous outreach to parents and the community to build collaborative relationships that support learning.

## **Findings and Recommendations of the School Leadership Assessment**

### **Recommendations:**

- LSI concluded and the district agreed that the current principal at Fairmount Park demonstrated sufficient qualities as an instructional leader to continue serving in that role. The current principal was found to demonstrate “positive impact” on the conditions of the school, is “well-suited to engage in the learning required to increase student achievement,” and garners “the dedication of many faculty members.”
- The district and LSI also concluded that for Fairmount Park to elevate its performance and attain status as a model school of innovative teaching, the principal must:
  - Establish and consistently enforce expectations and procedures for student behavior.
  - Establish and enforce clear expectations for performance of all staff.
  - Relentlessly collect and analyze leading (rather than lagging) data with the leadership team to drive instructional improvement.
  - Utilize classroom observational time to provide coaching and support to coaches and teachers on the instructional strategies learned during professional development.
  - Hold faculty and staff accountable for results.
  - Maintain a minimal number of programs to focus on core instruction and closing achievement gaps.
  - Establish regular outreach to families and the community to foster collaboration that supports student learning.
  - Begin to build relationships with a small group of parents. Connect specifically with those involved with the NAACP in the community.

### **Additional Recommendations:**

To strengthen the work of the School Leadership Team, school leaders should:

- Provide focused feedback to all teachers on a continuous basis.
- Track the feedback given to determine the impact and next steps for teacher growth and development.
- Attend and fully participate in PLCs to guide the work, provide remedies to barriers, and offer support.
- Review lesson plans and provide feedback at the onset.

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### Metrics to Measure Success

Student Outcome Measures:

- School Grade Improvement
- FSA Results / Student Gains
- EOC Results / Student Gains
- Results by Subgroup

Climate survey results from the AdvancED survey of school staff, students and parents.

Annual evaluation of school leaders using the *Marzano School Leadership Evaluation Framework*.

### Collaborative Teaching

Pinellas County Schools is committed to providing these schools with the best teachers possible and the training and supports to help them understand the unique competencies required to teach in more challenging school environments. As a result, the district and LSI conducted in the spring a teacher-by-teacher review at Fairmount Park Elementary, including interviews with each staff member and an analysis of state VAM data and student learning gains.

### Key Findings / Interventions / Strategies / Support

- Additional, mandated professional development in unpacking and understanding the depth of knowledge of the Florida Standards.
- Additional, mandated professional development in the Marzano instructional model and the high-yield strategies for improving learning through increased rigor.
- Extended opportunities for facilitated lesson planning and feedback each week.
- Additional, mandated training in the key competencies of school turnaround.
- Additional, mandated training in supporting children through family engagement (connected to the Dual Capacity Framework from Dr. Karen Mapp / Harvard University).
- Additional instructional coaches, including embedded and “Just in Time” coaches, to provide supports to teachers in immediate and directed ways.

### Metrics to Measure Success

- Classroom observation data (from school administrator and district Teaching and Learning team).
  - Review of district cycle (progress monitoring) assessment results by teacher.
  - Review of state assessment results by teacher (including VAM data).
- AdvancED survey data.

### Ambitious Instruction

Pinellas County Schools has designed an ambitious, research-based model for instruction in our turnaround schools that supports strong growth trends and continued improvement toward full transformation. The following supports were reviewed and supported as critical factors to success.

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### Key Findings / Interventions / Strategies / Support

- An extended instructional day (60-75 minutes) and flexible instructional model that is designed to support student growth, build relationships and increase engagement.
- Specific time allotted for morning meetings to provide community building opportunities and infuse Social Emotional Learning (SEL).
- Increased extended learning budgets and programs, including remediation and enrichment opportunities, and a Summer Bridge Program, which includes field experiences, to address summer learning loss.
- Continued support of the district’s aggressive recruitment / retention / school performance pay bonuses.
- Additional support services personnel to support the safety and security needs of children and support increased instructional time (example: psychologist, social worker, paraprofessionals, navigator, paraprofessionals and a Science Lab teacher). This includes partnering with the Juvenile Welfare Board in deploying a mental health counselor and family navigator at each school.

### Metrics to Measure Success

#### *Formative and progress monitoring measures include:*

- Reading proficiency (NWEA MAP, iReady, Running Record)
- Math proficiency (NWEA MAP, ST Math, iReady)
- Science proficiency (NWEA MAP, district science assessment)
- Number of students accessing extended learning options – percentage growth.
- District Summer Bridge program measures – percentage growth.

#### *Summative outcomes include:*

- Reading and math proficiency (FSA)
- Reading and math gains (FSA)
- Science proficiency (State assessment)

### Safe and Supportive Environment

Pinellas County Schools has invested heavily in the methods and tenets of PBIS (Positive Behavioral Interventions and Supports), restorative practices, and the problem-solving processes of MTSS (Multi-Tiered Systems of Support) to support a safe and healthy learning environment for all.

### Key Findings / Strategies / Supports

- Extensive training in the key strategies and problem-solving methods of PBIS and restorative practices.
- Additional student services personnel to support the safety and security needs of children (ie. psychologist, social worker, mental health counselor, and family navigator).
- Additional paraprofessionals assigned to our elementary classrooms to serve as “teaching partners” per each school’s needs (supports increased learning and improved engagement).
- Monthly training for school leaders in restorative practices and discipline disparity.
- Real-time data available daily to school leadership teams (including school psychologist and social worker):



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- **Student Attendance** (daily attendance rate, percentage of students missing 10% or more days, etc.).
- **Student Discipline** (referrals by type, out-of-school suspensions, in-school suspensions, and discipline disparity data).
- **Early Warning Indicators** (students with excessive referrals, excessive absences, F grades or low test scores).
- **Students At-Risk** (student-by-student alerts for meeting multiple risk factors – color-coded by red / yellow / green).

### Metrics to Measure Success

- Number of referrals / repeated misbehaviors
- Number and frequency of Out-of-School Suspensions (OSS)
- Matrix of measures regarding the Positive Behavioral Interventions and Support Model (PBIS) and cultural competence / restorative strategies

### Family and Community Engagement

Pinellas County Schools has made family engagement in Differentiated Accountability (DA) schools a priority and has partnered directly with Dr. Karen Mapp from Harvard University in establishing the strongest protocols possible in supporting these schools.

### Key Findings / Strategies / Supports

- Extensive training for school leaders and staff members in the Dual Capacity Framework from Dr. Mapp/ Harvard University.
- A commitment to unique enrichment and learning opportunities for students and parents.
- A partnership with the Pinellas Education Foundation to provide college scholarships and mentors to children in our turnaround schools.
- A partnership with Raymond James Financial, United Way of the Suncoast, University of South Florida St. Petersburg, Harvard Jolly Architects, Pinellas County Urban League and the Boys & Girls Club of the Suncoast to provide mentors and resources to support highest student achievement and parent engagement at our turnaround schools.

### Metrics to Measure Success

- Number of learning-centered activities offered, attendance by percentage of families.
- Number of students / parents utilizing school support services (counseling, mentoring, etc.)
- Climate survey results from AdvancED survey of school staff, students and teachers.

### Survey / School Visitation Data

- The district annually conducts a 360-degree survey in each of our schools, using the AdvancED survey of school staff, students and parents. These survey results are reviewed in making decisions about school environment, leadership capacity and family engagement.
- The Teaching and Learning Division's instructional support team has also visited the school several times this year and has gained unique insights into the instructional strengths and student engagement in the school.

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- The Community Assessment Team has also been assembled annually to review data and provide additional recommendations specific to this school and others under the state’s Differentiated Accountability plans.
- The district Superintendent, Dr. Michael Grego, also conducts numerous focus group meetings with various employee job classifications and conducts monthly parent cadre meetings with parent leaders throughout the district, representing every school.

**Needs Assessment / Data Outcomes / Results:**

- **Over the past three years, Fairmount Park** has moved between a D and an F grade, increasing this year to a D grade as the result of improved performance in math and science.
- **Though the FSA results have shown some improvement, the growth has been inconsistent and inadequate for reaching the proficiency levels required for the school to have C grade or higher.** These results indicate that the supports provided from the district are still not enough to address the school’s specific needs to produce higher quality instruction and student learning.
- **As a result of these findings, it is clear that greater acceleration is needed at this time through a dramatic re-visioning and re-structuring of the supports provided to the school.**

FSA Results	ELA / Grade 3				ELA / Grade 4				ELA / Grade 5				Science / Grade 5			
	2016	2017	2018	3 Yr	2016	2017	2018	3 Yr	2016	2017	2018	3 Yr	2016	2017	2018	3 Yr
% Level 3 +	54	58	57	+3	52	56	56	+4	52	53	55	+2	51	51	55	+4
State	53	56	53	0	51	54	51	0	51	50	50	-1	55	53	57	+2
District	24	19	19	-5	18	20	16	-2	22	20	15	-7	13	10	22	+9
Fairmount Park	MATH / Grade 3				MATH / Grade 4				MATH / Grade 5							
	2016	2017	2018	3 Yr	2016	2017	2018	3 Yr	2016	2017	2018	3 Yr				
	61	62	62	+1	59	64	62	+3	55	57	61	+6				
	60	60	62	+2	61	66	62	+1	57	58	61	+4				
Fairmount Park	43	39	41	-2	23	27	33	+10	21	23	32	+11				

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- **The school climate, culture and resulting discipline at Fairmount Park are trending well.** The total of out-of-school suspensions have dropped significantly and visits to the school show strong processes and improving instruction, though the climate improvements have not dramatically impacted the academic gains of students.

<b>Total OSS / Out of School Suspensions</b>				
	2015	2016	2017	2018
	Total	Total	Total	Total
<b>Fairmount Park Elementary</b>	393	156	17	2

- **The school’s climate survey results at Fairmount Park are also trending well,** though some growth in supporting individual students is needed. Annually, the district uses climate survey results from AdvancED to help determine areas of need related to school improvement, such as school culture for learning, collaboration for professional growth and family and community engagement.

**School Turnaround / District Improvements / Review of Strategies / Successes to Date:**

As part of our needs assessment of our turnaround schools, the district has reviewed its metrics and the latest research to inform the district’s improvement and growth areas. This review provides strong evidence that the district’s turnaround model is gaining traction in many schools, though more intensive supports are needed at Fairmount Park and Lakewood.

<b>Pinellas County Schools</b>	<b>2018 Grade</b>	<b>2017 Grade</b>	<b>2016 Grade</b>	<b>2015 Grade</b>
<b>Transformation Zone / Elementary Schools</b>				
Melrose Elementary	C	C	F	F
Campbell Park Elementary	C	C	F	F
Fairmount Park Elementary	D	F	D	F
Lakewood Elementary	F	D	D	F
Maximo Elementary	C	D	C	F
Mildred Helms Elementary	C	D	D	C
High Point Elementary	C	B	D	F
Sandy Lane Elementary	D	D	C	F
Sexton Elementary	C	D	C	C
*Note: The schools above only reflect traditional, non-charter elementary schools.				

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**Item 2:** Rationale for the turnaround option(s) selected.

Turnaround option(s) selected by the district based upon each school’s needs assessment.

**DMT**=District-managed turnaround; **RE**=Reassign students to another school and monitor the progress of each reassigned student (This option may include closure of the school.); **CH**=Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness; **EO**=Contract with an outside entity that has a demonstrated record of effectiveness to operate the school. (This option may include a district-managed charter school.)

School Name	DMT	RE	CH	EO
Fairmount Park Elementary School				X
Lakewood Elementary School				X

### Rationale for External Operator

**Rationale:** Our Pinellas County Schools (PCS) needs assessment has provided sufficient evidence to conclude that the interventions and services provided by the district to date have not adequately impacted the school in accelerating growth to exit turnaround status. As such, a more dedicated and intensive intervention model is required at this time to ensure that Fairmount Park continues to grow and improve to a C grade or better.

We believe that contracting with an external operator with a proven track record of success in transforming school performance provides us with a mechanism to fully and permanently impact the current and future success of the school. In fact, Pinellas County Schools would like to be transparent and intentional in outlining this bold new vision for school turnaround at Fairmount.

- 1. The district is fully committed to Fairmount Park Elementary and its students and families and is proposing this innovative turnaround model as a way of supporting and honoring the surrounding school communities and positively impacting the social and economic infrastructures already in place.**
- 2. The district contracted with LSI on February 27, 2018 and will provide complete autonomy to LSI to operate all aspects related to school leadership, teacher hiring, training and evaluation, instructional materials, curriculum design, coaching and instructional methodology.**
- 3. The district has partnered with LSI at several elementary schools and has seen the value and quality of its work through increased student achievement and improved school grades. Still, the district is not proposing a simple collaboration or consulting relationship with LSI but a release of full instructional control to LSI as the sole operator at the site.**
- 4. Most recently, the district partnered with LSI in creating a model School of Rigor at Bear Creek Elementary School. This two-year partnership contributed to great success at the school, which saw its grade improve from a D in 2015 to an A in 2017.**
- 5. Pinellas County Schools has a proven track record for improving schools in turnaround (moving from 7 schools with an F in 2015 to only 3 schools this year) and, as such, our district has the pedigree and capacity to successfully implement this plan as described.**

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### Unique Aspects of this Plan

The district's model for improvement at Fairmount Park Elementary builds on the enduring understandings gained from our recent work and partnership with LSI, which has contracted with Pinellas County Schools and other districts around the State of Florida to build capacity to transform schools into environments where rigorous, standards-based instruction is consistently observed and where student learning and achievement are increasing across subgroups and subjects.

In fact, the Instructional Support Model (ISM) that the district's Teaching and Learning division uses to guide rigorous, standards-based instruction in all schools was vetted by LSI and is modeled in part after the LSI RigorWalk. As a result, the district has seen a reduction of turnaround schools across the district and is in a strong position to build upon this success.

To prepare Fairmount for the increased intensity of the External Operator model PCS requested LSI to conduct a School Comprehensive Needs Assessment (SCNA). The SCNA was a full inspection and analysis of operations, leadership, instruction, and curriculum at the school. The intention for this needs assessment is to inform action plans for the 2018-19 school year, identifying both strengths and areas for growth, and assist the district in identifying specific needs for additional support.

LSI deployed a team of six personnel to conduct this needs assessment over the course of March 12-16, 2018. One member of the SCNA team conducted observations of the school's planning and operational effectiveness on March 8, 2018.

The SCNA schedule of activities was as follows:

- Thursday, March 8, 2018
  - Operations Review (bus and car loops, cafeteria, custodians, tech, School Resource Officer)
- Monday, March 12, 2018
  - RigorWalk Focus Group
  - RigorWalk Classroom Observations (8 randomly selected)
  - Classroom Observations (non-RigorWalk)
  - Principal Interview
  - Informal discussions with students
- Tuesday, March 13, 2018
  - Data review with principal
  - Teacher interviews
  - Classroom observations
  - Administrative support staff interviews
  - Informal discussions with students
- Wednesday, March 14, 2018
  - Instructional coach interviews
  - Assistant Principal Interviews
  - Teacher interviews
  - Informal discussions with students

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- Thursday, March 15, 2018
  - Curriculum Walk and needs assessment
  - Leadership Team Interview and Survey
  - Non-instructional staff interviews
  - Guidance counsellor interviews
  - Behavior specialist interviews
  - PLC visits
  - Informal discussions with students Faculty interviews

The ambitious model proposed herein is designed to create a National Model Demonstration School at Fairmount and create a unique public-private partnership that allows for the school to continue as a district public school while turning over all instructional operations and systems to LSI. In this way, LSI will serve as a dedicated, outside operator in building long-term capacity to ensure the school never returns to a grade of D or F.

We are using the term “investment school” as a working concept in describing this unique undertaking in creating a next-generation school environment and partnership that will provide a blueprint for the state and nation.

It should be noted that the district has considered charter school operators via its needs assessment in constructing this plan. No charter school operator was found that had a consistent track record of success in improving schools like Fairmount and the district’s previous investments in charter school providers for district turnaround schools were not successful. In fact, several charter schools operating in the same neighborhoods were closed recently, including one in 2016 after the school received three consecutive F grades.

### **The framework for this unique self-reform model requires the following contractual engagements with LSI:**

- The external operator will assume control of all systems contributing to poor academic performance.
- The external operator will “lease back” or return control to the district all operational systems that are not contributing to poor academic performance (such as transportation and food service).
- The external operator and district leadership agree to put in place an Executive Oversight Council to ensure that we get these critical initiatives right and resolve any operational concerns that arise.

The Council will be composed of the Superintendent and/or Deputy Superintendent; Assistant Superintendent, Human Resources Services; Associate Superintendent, Teaching and Learning Services; the LSI leadership coaches, EO Practice Leads and three invested community partners (from the University of South Florida / St. Petersburg / School of Education; Pinellas County Urban League and Juvenile Welfare Board).

**We want to emphasize that Pinellas County Schools is committed to the work outlined in this plan** and our partnership with LSI was designed to move forward regardless of the release of the school grades in creating model schools at Fairmount Park Elementary and Lakewood Elementary

## Part II: Implementation Plan

### A. Areas of Assurance

**Item 3:** Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

#### 4. External Operator (EO) [may include District-Managed Charter School]

By selecting this option for a school and submitting this form, the district agrees to the following.

##### Assurance 1: Contracting with External Organization

The district shall enter into a contract with a school turnaround or education management organization to operate the school, following established district policies and procedures for contracting with external providers. At a minimum the contract must address leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other area identified during the development of the comprehensive needs assessment.

##### Background

Pinellas County Schools entered into a contract with Learning Sciences International, LLC (LSI) as an External Operator for Fairmount Park Elementary School and Lakewood Elementary School. We believe that LSI's proven school turnaround supports will make it possible for these schools to attain the high levels of rigor and student engagement, transforming these schools into models of innovative and advanced teaching and learning.

The Florida Department of Education approved LSI as an EO for the Pinellas County Schools 2016-2017 Turnaround Option Plan, Hybrid Option. One of the three schools served in the Pinellas TOP, Bear Creek Elementary School, received LSI's significantly enhanced treatment as a School for Rigor. This school acted as a control school with full LSI treatment, as compared to the remaining two schools Azalea Middle School and Fairmount Park Elementary School, which received different treatments through the district's School Transformation Office with limited LSI support. Under LSI's guidance, Bear Creek increased its school grade from a D in 2015 to an A in 2017. However, the support from the district was not sufficient in improving student outcomes at Fairmount Park Elementary. From this experience, we concluded that nothing less than LSI's full Schools for Rigor treatment, implemented with complete fidelity and autonomy, would result in the changes that we sought in these schools.

##### Framework for Engagement of EO

As an EO, we will grant authority and autonomy to LSI to operate Fairmount Park Elementary School and Lakewood Elementary School. Under this contract, LSI will assume all supervisory responsibility of school staff and faculty including, but not limited to hiring, terminations, assignment of responsibilities, performance evaluations and human capital processes. LSI will assume all responsibility of school instructional systems including, but not limited to, curriculum, assessment, instruction, professional

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development, coaching, professional learning communities, common planning, and academic interventions (Multiple Tiered Systems of Support - MTSS) systems.

LSI has conducted a School Comprehensive Needs Analysis (SCNA). The SCNA consisted of an independent process of structured interviews, focus groups, surveys, classroom observation of all teachers, observation of the principal and inspection of all curriculum, programs, MTSS, PLCs, common planning, coaching, and school leadership team.

The SCNA included a review of all operational systems such as the facilities, supplies, maintenance, food service, transportation, and IT infrastructure and resources. Per HB 7069, all operational services of the schools will also be under the management of LSI. However, these services will be paid for and administered by the school district. The results of the SCNA below:

### Findings:

**Transportation** – Student transportation operates adequately.

**Food Services** – The cafeteria is staffed and well maintained. There is adequate time for students to eat. At times there are not enough adults in the cafeteria to provide adequate supervision.

**Facilities and Custodial Support** – The general condition of the building well maintained. The cleanliness and appearance of the building are excellent, and the HVAC, water, plumbing, and electrical facilities are all adequately kept.

**Administrative Support** – The clerical staff is concerned about their future employment at the school.

**Safety/ Security** - The school utilizes single point cameras throughout the building and an electronic pass card system. Visitors are expected to report to the front office and most visitors are compliant. Visitors must present a driver's license for access to the school.

**Student Supervision** – Supervision is generally good throughout the campus. Emotional support personnel were effectively engaged with students throughout the day.

### Recommendations:

- The school would benefit from establishing procedures to correct attendance policies, especially tardiness.
- The lack of a school resource officer poses an issue. All other wrap-around services are significant (FT nurse, FT social worker, FT community liaison, FT psychologist). The school would benefit from a full-time school resource officer.

### Collective Bargaining Contract Provisions

Also per HB 7069, all three schools are in Educational Emergency. As such, these schools are already operating under a new Memorandum of Understanding (MOU) between the School Board of Pinellas County and the Pinellas Classroom Teachers Association.

### Some of the key provisions outlined in that MOU are as follows:

- For our Tier IV elementary schools (ie. Fairmount Park and Lakewood), the Teacher Contractual Day was extended to 9 hours and the Student Instructional Day was extended to 7.25 hours
- The seventy- five minutes (1.25 hours) added to the school day per week is used to add an additional forty-five minutes (45) of structured planning per week and an additional thirty (30) minutes of Uninterrupted Planning Time per week for classroom teachers. This is on top of the previously scheduled one planning period per week of structured planning and 45 minutes after school per week of structured planning.



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### **Transfer to or From Tier III or Tier IV School; Appeal of Non- Renewal from Tier II or IV School**

- Any teacher in the District may apply for a vacant position at any Tier III or Tier IV School at any time during the school year, notwithstanding any timeline established for a transfer process.
- Retention and recruitment of teachers at a Tier III or Tier IV School is within the discretion of the principal.

### ***Recruitment, Retention and Performance Bonuses for Tier III or Tier IV Schools***

- Teachers working at a Tier III or Tier IV School will receive a bonus of \$3,000 - \$5,000 if they are recruited to or retained at the Tier III or Tier IV School and work there for the school year for which they were hired.
- When a Tier III or Tier IV School earns a grade of “C” or above, the school ceases to be a Tier III or Tier IV School and recruitment and retention bonuses end immediately.
- When the grade assigned to a Tier III or Tier IV School improves to C or better, a teacher who worked at the school that year will receive a performance bonus equal to \$1,500. If the grade assigned to a Tier III or Tier IV School improves by two letter grades, the teacher who worked at the school that year will receive a performance bonus equal to \$ 2,000.

In consideration of the above MOU already in place, LSI identified by May (as contracted) the findings from its needs assessment (SCNA) and communicated to the district additional requirements of teachers that extend beyond the current contractual language.

As such, the district will not allow for any artificial or contractual barriers to the successful hiring, assignment, and training of teachers that might impede the work of the external operator.

### **School Staff and Faculty**

The goal of an EO under the Florida statute is to return an improved and healthy school back to full district control. Attracting and retaining high quality teachers is paramount to the success of these schools. Therefore, LSI has specified that the school staff and faculty will remain employees of PCS, and continue in its Human Resources systems for pay, retirement and other benefits. Nevertheless, supervision and evaluation of the school staff and faculty will be transferred to LSI for the duration of its contract as EO of those schools.

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**Operational / Oversight Linkages between PCS and LSI**

A district Executive Oversight Council (EOC) will provide oversight of the critical initiatives described in this plan and resolve any operational concerns that arise. The Council will be composed of the following:

- Superintendent and/or Deputy Superintendent;
- Assistant Superintendent, Human Resources Services;
- Associate Superintendent, Teaching and Learning Services;
- Transformation Zone Director;
- Two LSI leadership coaches and/or EO Practice Leads;
- Three invested community partners (from the University of South Florida / St. Petersburg / School of Education; Pinellas County Urban League and Juvenile Welfare Board).

During each meeting of the EOC, LSI will report progress, metrics, communication and coordination on behalf of the EO schools. Any contractual issues will be resolved in good faith at these meetings keeping the best interest of the students in the EO schools at the forefront of all discussions.

**Communications and Publicity**

Both schools will have a communications plan with stakeholders including the communities each school serves. The schools will function as Demonstration Schools for Rigor once they have made suitable improvement progress. After progress is verified, LSI, PCS, and the schools will agree on a visitation process that showcases the schools without negatively affecting learning or operations. Both PCS and LSI may initiate visitation in coordination with the schools. Any visitation or publicity (e.g. news releases, articles) will be jointly coordinated and co-branded between PCS and LSI.

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### Turnaround Treatment

LSI's Schools for Rigor model meets the requirements for evidence-based interventions according to section 8101(21) (A) of the Every Student Succeeds Act (ESSA), having produced promising evidence of significantly improved student achievement from a well-designed and well-implemented correlational study with statistical controls for selection bias. LSI will improve the school in terms of student performance on FSA and school grade while implementing next generation instructional systems that will build the capacity of the schools to sustain and continue their own improvement in preparation for returning the school to district control as stipulated in the contract.

The goal of this model is to reach beyond school improvement and attain transformation of each "investment" school into a scalable model of rigorous instruction and student engagement, providing a data-driven roadmap designed to empower district leaders and teachers. The model aligns curriculum, culture and instructional systems to attain and sustain high levels of performance through:

- Strong and coachable instructional leaders who recognize and support rigorous teaching and learning
- Expert teacher leaders who coach and guide peers to instructional expertise
- Skillful teachers who guide and inspire students to high academic performance
- Engaged students who self-regulate, collaborate, and think creatively with challenging academic content
- Informed and involved families and community members who take pride in the school as an example of world-class education

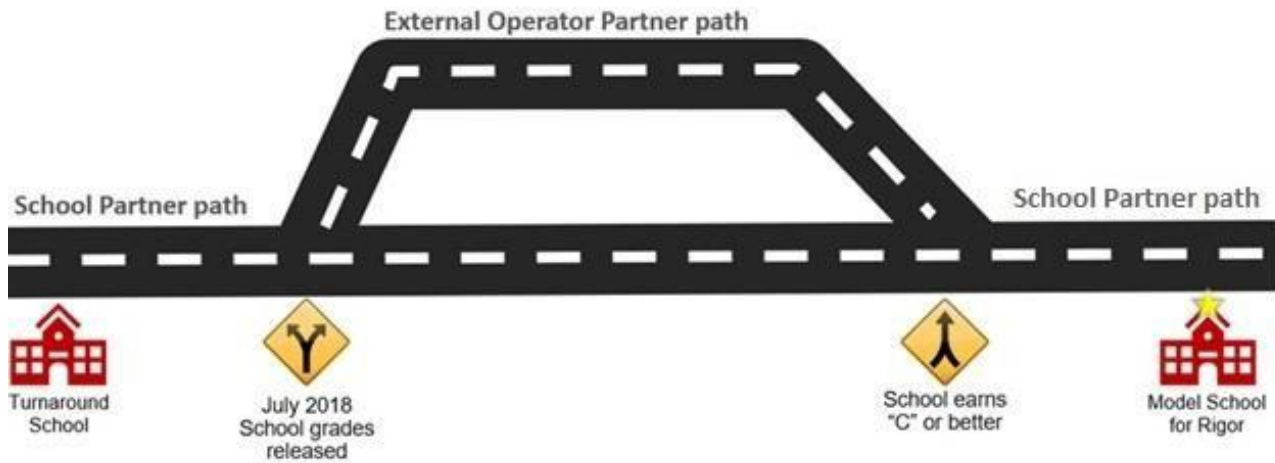
#### LSI's Schools for Rigor services will provide:

- All PD for administrators, coaches, PLC leaders, and teachers
- Coaching for principal and administrators, teacher leaders (coaches and PLC leaders), and teachers
- Tracker data systems and instructional tools such as Growth Tracker and Standards Tracker
- Implementation of next generation systems to reinvent schools in a replicable, scalable model
- Model curriculum for new pedagogy utilizing open resources

The contract as a school partner or EO is 3 to 5 years after completing the Comprehensive Needs Assessment and preparation phase. The first year consists of the significantly enhanced treatment that LSI provides as an EO regardless of school letter grade.

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The diagram below depicts the pathway for turnaround schools to become high-performing, model Schools for Rigor:



**2017-2018 School Year**

**March 2018:** LSI conducted a thorough School Comprehensive Needs Assessment (SCNA) at Fairmount Park Elementary and Lakewood Elementary. The SCNA included a RigorWalk instructional audit and CurriculumWalk audit of curricular alignment to the Florida Standards and to instruction, as well as a review of operational support services to the schools.

**April 2018:** The contract began with an assessment of the administrators and teaching faculties at the schools. Based on the results of that assessment, LSI recommended to the district the necessary replacements of school leaders and staff and the district effectuated those changes. In collaboration with the district, LSI also conducted a Model School for Rigor Career Fair to invite high-performing faculty to work in the school.

**May 2018:** LSI released the findings from its needs assessment (SCNA) and communicated to the district any requirement of teachers that extends beyond the current contractual language and that may necessitate the district negotiating an additional Memorandum of Understanding (MOU) with the teacher’s union.

**June– July 2018:** LSI began professional development activities for school leaders and faculties to prepare them for the next academic year.

**July 2018:** The FLDOE announced school grades and Fairmount Park Elementary School and Lakewood Elementary School did not attain a school grade of at least C; therefore, LSI will assume control of leadership, staffing, curriculum, instructional systems, and other functional areas identified during the needs assessment.

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**2018-2019 School Year**

**August 2018:** Launch Schools for Rigor as EO. LSI will provide monthly progress updates to the school district throughout the 2018-19 school year. Those reports will be provided through the Executive Action Team (EAT) and be specific to academic data growth measures at the schools.

**July 2019:** Once the FLDOE has announced school grades, at the district’s request LSI will revert its contractual services from EO to school partner for any school that attains a grade of C or higher. LSI will continue enhanced treatment for the remainder of the year to ensure school capacity to sustain growth toward becoming a Model School for Rigor.

**2019 – 2020 School Year to 2021 – 2022 School Year**

LSI will continue significantly enhanced treatment as an EO, or standard Schools for Rigor services as a school partner for the duration of the contract.

**Assurance 2: Selecting a Successful Organization**

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.

Results of LSI’s School for Rigor treatment in Florida turnaround schools are shown in the chart below:

District	School	2015	2016	2017	Change
Palm Beach	Belle Glades ES	F	C		↑
Palm Beach	Canal Point ES	F	C		↑
Palm Beach	Glade View ES	D	C		↑
Palm Beach	Glades Central HS	C	C		→
Palm Beach	Gove ES	D	D		→
Palm Beach	Lake Shore MS	F	C		↑
Palm Beach	Pahokee ES	D	C		↑
Palm Beach	Pahokee MS/HS	C	C		→
Palm Beach	Pioneer Park ES	D	C		↑
Palm Beach	Rosenwald ES	D	B		↑

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Pasco	Gulfside ES		D	C	↑
Pinellas	Bear Creek ES	D	C	A	↑
Seminole	Idyllwilde ES		D	D	→
Seminole	Midway ES		D	C	↑
Seminole	Pine Crest ES		F	D	↑

The demographics of students in the treatment schools are shown in the chart below:

District	School	Percent of Minority Students	Percent of Economically Disadvantaged Students
Palm Beach	Belle Glades ES	96.2	96.4
Palm Beach	Canal Point ES	96.0	98.9
Palm Beach	Glade View ES	99.7	97.2
Palm Beach	Glades Central HS	98.2	94.6
Palm Beach	Gove ES	96.4	97.2
Palm Beach	Lake Shore MS	99.2	96.6
Palm Beach	Pahokee ES	97.6	97.2
Palm Beach	Pahokee MS/HS	98.7	95.2
Palm Beach	Pioneer Park ES	99.4	99.7
Palm Beach	Rosenwald ES	99.0	98.6
Pasco	Gulfside ES	41.9	87.7
Pinellas	Bear Creek ES	61.2	100
Seminole	Idyllwilde ES	81.7	83.9
Seminole	Midway ES	84.2	84.8
Seminole	Pine Crest ES	72.0	92.4

Based on this evidence, PCS believes that LSI’s School for Rigor and significantly enhanced treatment as EO is likely to rapidly improve the quality of teaching and learning in Fairmount Park Elementary and Lakewood Elementary, and put them on a sustainable trajectory toward attainment of model school status.

### Assurance 3: Instructional Staff

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S. If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an

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independent governing board composed of members who did not participate in the review or approval of the charter.

**As part of this assurance, the contract with the external operator provides for the EO to assume all supervisory responsibility of school staff and faculty** including, but not limited to, hiring, terminations, assignment of responsibilities, performance evaluations and human capital processes.

In cooperation with LSI, the district has reviewed the evaluations and VAM data for every teacher at the school and is committed to ensuring that no ineffective teachers are retained.

The district had already negotiated specific contract language that provides the principal with the right to transfer teachers who are not showing adequate skill, ability and/or results to work in challenging school environments. Under this arrangement, the principal, Area Superintendent and district Transformation Team reviewed each teacher at each school in supporting the principals in their retention decisions. These decisions will now transfer to the external operator.

The district has provided several related hiring advantages to Fairmount Park Elementary that will continue, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no employee, including teachers, who was removed from another school can be placed at these schools without the approval from the principal (which will now be extended to the external operator).
- Significant recruitment, retention and school performance bonuses.

As such, the district will not allow for any artificial or contractual barriers to the successful hiring, assignment and training of the teachers that might impede the work of the external operator.

### **District Capacity and Support**

**Pinellas County Schools is committed to establishing a model for school turnaround and the requisite tiered interventions and supports that will ensure a lasting continuous improvement culture.** The district has put into place a multi-year, research-based approach to support schools in turnaround and identify schools that may need additional supports before they enter turnaround status. This next step in partnering with an external operator further deepens those supports and the district's commitment to do everything possible to ensure learning for all students.

We have provided below an overview of our district's deliberate efforts to put every possible intervention in place to support our schools per their needs.

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### PCS Tiered Support Model

**Tier I:** All Schools

**Tier II:** (Schools with a low C or previous D or F. A low C is defined as 41, 42, or 43 points)

- Priority for Just In Time coaching support.
- Bi-monthly ISM visits aligned to LSI Rigorwalk.
- Bi-weekly action boarding activity led by Executive Directors.
- Quarterly data chats based on formative results with recommended actions.
- Directed guidance in school improvement planning.
- Additional teacher planning.

**Tier III:** (D or F but not Tier IV) – part of district Transformation Zone

- Priority for Just In Time coaching support and school-funded embedded coaching.
- Monthly ISM visits aligned to LSI Rigorwalk.
- Weekly action boarding activity led by TZ director with Area Superintendent and Executive Director.
- Quarterly data chats based on formative results with recommended actions.
- Directed guidance in school improvement planning using the State DA SIM.
- Additional teacher planning as outlined.

**Tier IV:** (D or F needing extensive support) – part of district Transformation Zone

- Priority for Just In Time coaching support and district funded embedded coaching.
- Monthly ISM's aligned to LSI Rigorwalk.
- Weekly action boarding activity led by TZ director with Area Superintendent and Executive Director.
- Quarterly data chats based on formative results with recommended actions.
- Directed guidance in school improvement planning using the State DA SIM.
- Additional teacher planning as follows:
  - Elementary: The Teacher Contractual Day is extended to 9 hours and the Student Instructional Day is extended to 7.25 hours.
  - Secondary schools on a straight seven (7) period day: The Instructional Day is extended from 6.5 hours to 7 hours and the Teacher Contractual Day extended from 7.5 hours to 8.0 hours.
- SEL programs implemented at each school coordinated by TZ director.
- Specialized professional development led by the TZ team
- Embedded coaches for reading and math.
- Paraprofessionals added as determined by TZ director, Executive Directors, and Area Superintendents.

**Tier V:** (Proposed for 2018-19) (schools needing most intensive support)

- District supports as described above related to extended time, additional personnel, and hiring advantages.
- Use of External Operator contracted by PCS with full autonomy to oversee all curriculum and instructional services.
- Support from Executive Oversight Council (EOC) that will ensure that all critical initiatives and data goals are met and any operational concerns are resolved.



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**Conclusions:**

The above-mentioned Multi-Tiered System of Supports continues to be reviewed in providing the most aggressive support possible to our schools. This tiered system is part of the district’s stated mission to be a state and national leader in successful school turnaround.

The ambitious plan put forth via this document is evidence of the district’s unending commitment to continuous improvement in support of all students.

If approved, the district is confident that Fairmount Park will improve to new academic heights and provide a new model for school turnaround. In doing so, the district is committed to providing sufficient supports to ALL schools so as to ensure that every school in Pinellas County has a grade of C or better.

**B. Areas of Focus**

**Item 4:** Area(s) of Focus selected by the district based upon the school’s needs assessment.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1. <i>Assessments</i>                | <input checked="" type="checkbox"/> 4. <i>School Leadership</i>       |
| <input checked="" type="checkbox"/> 2. <i>Instructional Programs</i>     | <input checked="" type="checkbox"/> 5. <i>Increased Learning Time</i> |
| <input checked="" type="checkbox"/> 3. <i>Differentiated Instruction</i> |   |

**Item 5:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

**Removing Barriers**

**The unique arrangement between the external operator and the district establishes an Executive Oversight Council (EOC) that will ensure that we get these critical initiatives right and resolve any operational concerns that arise.** The Council will be composed of the Superintendent and/or Deputy Superintendent; Assistant Superintendent, Human Resources Services; Associate Superintendent; the Transformation Zone Director; Teaching and Learning Services; three LSI leadership coaches and/or EO Practice Leads and three invested community partners (from the University of South Florida / St. Petersburg / School of Education; Pinellas County Urban League and Juvenile Welfare Board).

**Additionally, the district will continue with its already established monitoring team (called the A-Team) in support of these schools.** That team meets every Monday to discuss the school trend data and related supports required need to move our schools forward. This team is led by the Superintendent and has been given full authority to remove all barriers to school improvement.

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The team will continue to meet as it has previously in coordinating supports required by the external operator.

- **Superintendent:** Dr. Michael A. Grego
- **Deputy Superintendent:** Dr. William Corbett
- **Area Superintendent for each school:** Mr. Bob Poth, Mrs. Patricia Wright, Dr. Barbara Hires
- **Associate Superintendent for Teaching and Learning:** Mr. Kevin Hendrick
- **Associate Superintendent for Student and Community Support Services:** Ms. Lori Matway
- **Director of School Transformation:** Ms. Nikita Reed
- **Executive Director for Elementary Education:** Dr. Shana Rafalski
- **Executive Director for Middle School Education:** Dr. Dywayne Hinds
- **Regional Executive Director:** Dr. Julio Nazario-Valle (attending as needed)