



# TOP-2

District-Managed Turnaround Plan—Step 2 (TOP-2)

Alachua  
Idylwild Elementary

*Due-October 1*

## District-Managed Turnaround Plan—Step 2 (TOP-2)

### Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

### Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than October 1. The subject line of the email must include district name, school name and TOP-2.

### School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Idylwild Elementary/0321

### Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

The Research and Curriculum Departments support the school with progress monitoring from a variety of sources. Principal Wakeley, her leadership team, and grade level teacher teams meet to review FSA student data, District quarterly progress monitoring results, Early Warning Signs, and Istation Indicators of Progress in reading and math.

Idylwild Elementary school remained a D school grade, despite gaining overall school grade points. There were improvements in ELA achievement (2% higher). ELA learning gains (9% higher) and ELA gains for the

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lowest quartile (6%). Math achievement rose by 6%, but math learning gains and learning gains of the lowest quartile were both down (5% and 8% respectively). Science achievement rose 5%.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

Idylwild will continue to partner with the University of Florida's James Patterson Literacy Challenge with the support of UFLI tutors to continue improvements in ELA. They will also have more training around the use of the Standard Focus Board to implement with fidelity. The administrative and district teams will utilize walk throughs to give feedback to teachers around the implementation of the SFB and the alignment of tasks to the Standard. Mrs. Wakeley will implement Acaletics for math and science after the district saw such improvement in math at a similar TOP 1 school last year. They will also use Write Score for quarterly writing assessment and feedback for teachers and students. Idylwild will also implement Caring School Community curriculum for social emotional learning to improve the safe and supportive school environment. This curriculum was selected and used successfully in a similar school last year.

Identify strategies that have not resulted in improvement. What will be done differently?

Mrs. Wakeley did not see the learning gains increase enough for her self-contained students with disabilities, so she is increasing the time they spend in regular education classes for ELA and math instruction. Based on FSA data, she is also increasing the number of intermediate classes who stay with their homerooms all day rather than departmentalizing. Teacher data was used to determine which teachers will have a homeroom all day and which teachers will be departmentalized.

### Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

To address Accountable and Shared Leadership, the district partners with Mrs. Wakeley who is entering her fifth year as principal at Idylwild Elementary. She has worked to hire a faculty committed to working with her student body and teacher retention improves each year. The district assigned a new assistant principal, Elizabeth Williamson to Idylwild this year. Ms. Williamson has successful turnaround experience at two different district schools as well as a tenure as a teacher at Idylwild in her career. The turnaround lead manages the turnaround plan by coordinating the departments who support the school and by being the direct contact for all of the requests made by Principal Wakeley.

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To support Standards-based Instruction and Learning, the school is deepening their training and implementation of the Standards Focus Board as an integral part of instruction. The State team has led training this fall, and district staff continue to support. The administrative team and the district team provide feedback to teachers around the use of the SFB after all classroom walks. Idylwild has a dedicated instructional coach as well as assigned district instructional coaches who have been trained in the use of the Standards Focus Board.

To support Positive Culture and Environment, Idylwild is implementing the social emotional curriculum Caring School Community. Dedicated time is spent on SEL at all grade levels and the school also implements Positive Behavior Intervention and Support. There are both a dedicated Social Worker and a Mental Health Counselor assigned to the school 5 days a week to support students and their families. Mrs. Wakeley also plans to hire a Family Liaison to build relationships that result in improved student attendance and a sense of connectedness to the school and its mission.

### Part B.

#### Assurance 1: District Capacity and Support

The district has assigned as Turnaround Lead, Jennifer Wise, Executive Director of K-12 Curriculum. She reports to the Deputy Superintendent and is directly supporting Principal Wakeley and her leadership team. This is Mrs. Wise's third year serving as district turnaround lead. In the 2018-19 school year there were six D-graded schools. Four of six improved by one or more letter grades, including moving the Top 1 (Metcalfe Elementary D to B) and Top 2 (Terwilliger Elementary D to C) schools out of DA status. In the 2017-18 school year, Mrs. Wise supported Hawthorne Middle High School as it moved out of TOP-2 by receiving a grade of C and avoiding closure. Mrs. Wise coordinates the support provided to Idylwild by the Curriculum Specialists, Professional Development Department, Research Department, Student Support Services Department, Title 1 and Federal Programs, Human Resources, and additional instructional coaches. She deploys resources and supports as needed and requested by the principal.

#### Assurance 2: School Capacity-Leaders and Educators

Mrs. Wakeley is entering her 5th year as principal at Idylwild. She has been able to build a more stable faculty and staff who are committed to working with the students at her school. She has demonstrated the ability to raise the school grade and to increase the number of school grade points earned. With the assignment of Ms. Elizabeth Williamson as Assistant Principal, the administrative team has been strengthened by another leader with turnaround experience. Ms. Williamson has helped to move two schools out of DA status in our District at Shell Elementary and Hawthorne Middle High School.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

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Correlation between SIP and TOP-2:

Mrs. Wakeley has identified as her two SIP areas of focus increasing student learning gains in ELA and math, and in improving student attendance. These are in line with the TOP-2 goals and are supported by the district and school leadership teams. All professional development, data review, coaching, and resource allocations are focused on these goals shared in both the SIP and the TOP-2. Instructional strategies include full implementation of the Standards Focus boards, use of core and aligned supplemental curriculum resources with fidelity, daily social emotional learning, and extended learning opportunities for students.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The district team meets twice a month with the school leadership team to support the implementation of the Turnaround Plan. Together they review student progress monitoring data, walk classrooms to give feedback around the principal's area of focus, and review any needs or requests that the district can support. A variety of district departments respond to the identified needs at the request of the principal.

### District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

#### Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.
- The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district

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shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

### Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

### Assurance 1: Narrative of District Capacity and Support

1. The district Turnaround Lead is Jennifer Wise, Executive Director of K-12 Curriculum. She reports to the Deputy Superintendent and is directly supporting Principal Wakeley and her leadership team. This is Mrs. Wise's third year serving as district turnaround lead. In the 2018-19 school year there were six D-graded schools. Four of six improved by one or more letter grades, including moving the Top 1 (Metcalfe Elementary D to B) and Top 2 (Terwilliger Elementary D to C) schools out of DA status. In the previous year, Mrs. Wise supported Hawthorne Middle High School as it moved out of TOP-2 by receiving a grade of C and avoiding closure. Mrs. Wise coordinates the support provided to Idylwild by the Curriculum Specialists, Professional Development Department, Research Department, Student Support Services Department, Title 1 and Federal Programs, Human Resources, and additional instructional coaches. She deploys resources and supports as needed and requested by the principal.
2. Mrs. Wakeley has autonomy with her budget, staffing, and scheduling to implement her plans. She has been allocated additional staff, and has autonomy with T1PA, UniSIG, TSSSA, and all District funds to fully implement her comprehensive plan to improve student achievement. There is an MOU in place with the Bargaining Unit to guarantee her autonomy as outlined in 1001.42(21)F.S.
3. Instructional materials and curriculum maps are aligned to the Standards. Teachers participate in weekly grade level planning supported by the assistant principal and district curriculum specialists. Mrs. Wakeley has added Acaletics for math and science because a school with a similar demographic experienced high gains for their students who used it. SIPPS, by the Center

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for Collaborative Classrooms, will be used to provide students with additional support of foundational reading skills. Idylwild continues to partner with the James Patterson Litteracy Challenge through the University of Florida who additionally supports the UFLI program for the school. Other supplemental resources are selected based on their effectiveness with similar student populations in other district schools.

4. Progress monitoring is implemented with fidelity using a variety of measures at the school and district level. Data chats are held with the school leadership team, faculty, and grade level planning meetings. Acaletics is used for progress monitoring for math and science. Bi-weekly common assessment are utilized in math and ELA. Write Score will be used quarterly for feedback and progress monitoring in writing.
5. Based on the analysis of progress monitoring data, the leadership team supports teachers to differentiate instruction to meet students' individual needs.
6. All departments are responsive to the needs and requests of Idylwild elementary school. The principal is given autonomy to drive the instructional calendar, fill personnel needs, and to request district support as she needs. All District support is monitored in a shared Google Drive so that the Deputy Superintendent and the Superintendent are aware of all needs, requests, and supports provided. Additionally, the drive contains student progress monitoring data. The turnaround lead is also responsive to the feedback received from the DOE team assigned to Idylwild, and works to coordinate training and support that team identifies as a need for the school to continue to improve. The district team visits the school at least twice a month.
7. Any District policies and practices that need to be reviewed to support Idylwild elementary will be prioritized. None have been identified at this time.
8. The District will review progress monitoring data and have monthly data chats with the principal to ensure student achievement data is trending upward. If the data is not improving, the support team will collaborate with the principal to put additional supports in place.

### Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

#### Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround

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success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

### Educators

The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

### Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

### Assurance 2: Narrative of School Capacity- Leaders



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1. Mrs. Wakeley is in her 5th year at Idylwild Elementary. She has shown she can raise the school grade and in years when the grade does not increase, has gained school grade points. Previously to her work at Idylwild, she served as an assistant principal at a high school and a middle school. She has additionally had many years of elementary school experience as a teacher, behavior resource teacher and curriculum resource teacher. She has demonstrated success in working in schools with a similar student population as Idylwild in almost every setting.
2. Mrs. Wakely moved Idylwild from a D to a C in the 2016-17 school year. Even though they were a D in both 2018 and 2019, the school was only 2% away from a grade of C last year. Ms. Williamson was the assistant principal at Shell Elementary School the year they went from a D school grade to a B, and most recently was the assistant principal at Hawthorne Middle High School when they went from 5 consecutive years of D and F to earning C's in both 2018 and 2019.
3. Most of the Idylwild leadership team outside of the assistant principal have remained.
4. There was not an incentive offered.
5. The District has planned a year-long leadership PLC around school culture, teacher efficacy, and transformational leadership. Planning for this PLC was done with the Regional Executive Director of the NE Region for School Improvement.
6. The principal has autonomy to select her leadership team. The District changed the assistant principal this year based on her record of success with turnaround schools. The principal has autonomy to select all instructional personnel.
7. The District will review the progress of Idylwild at the end of the 2019-20 school year and adhere to the Differentiated Accountability requirements and assurances.

### Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?

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4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

### Assurance 2: Narrative-School Capacity- Educators

1. The principal has autonomy in hiring for all instructional positions. She additionally has access to candidates prior to non-SI schools. The district held early and multiple job fairs for teachers solely for struggling schools. Additionally, the district advertised heavily to all HE and E teachers to transfer to Idylwild for substantial financial incentives. There is no MOU agreement to this effect.
2. The Human Resources Department works closely with Mrs. Wakeley to fill vacancies as soon as they arise, reserving quality candidates for her to screen before they are released to other schools. Mrs. Wakeley has the autonomous hiring authority for Idylwild Elementary.
3. The district has a signed MOU in place for the TSSSA Recruitment and Retention bonus for Idylwild. Additionally, there has been a standing history of differentiated pay bonuses for teachers in high needs schools and those with an ESE caseload. We will be negotiating similar bonuses this year.
4. The District provides Performance Pay incentives to all teachers with HE or E State VAM ratings.

### Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

The District sponsored Job Fairs showcasing only DA schools. The Human Resources department screens and interviews the applicant pool to target candidates for DA schools. DA school principals are invited to attend college and university base recruiting trips and offer District Contracts. DA schools have priority hiring windows so they can hire before other District schools. Advertising for teachers was done on billboards, radio, TV, newspaper and social media for DA schools. The District hosted an intern fair targeting our DA schools with priority hiring and District contracts. All current teachers were screened, an email was sent to all current teachers and advertisements were made on the district website and social media about the UniSIG Grant for \$15,000 for Highly Effective and \$7,500 for Effective teachers to encourage transfers to the DA schools.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

Five teachers were reassigned to non-DA schools from Idylwild.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

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No instructional personnel reassigned from Idylwild were placed in DA schools.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

The District assists the principal in filling all instructional vacancies. DA school are prioritized with access to candidates and in flexibility with the use of allocated instructional units.

**Fill out the table below to verify the most recent three-year aggregated state VAM classification data.**

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	7	2	1
School %	17%	58%	17%	8%
District %	13%	54%	15%	18%
State %	17%	54%	14%	14%

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

**Name and title of person responsible for completing and submission of the TOP-2**

Jennifer Wise, Executive Director K-12 Curriculum

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<b>Contact information: email, phone number</b>
<a href="mailto:wisejl@gm.sbac.edu">wisejl@gm.sbac.edu</a> 352.955.7444
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
October 9, 2019
<b>Superintendent signature (or authorized representative)</b>
<i>Karen D. Clarke</i>