



TOP-2

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

Orange County Public School
Phillis Wheatley Elementary School

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

Due-October 1

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 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
Phillis Wheatley Elementary School/1361

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.

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METHODOLOGY/DATA COLLECTION

The methodology utilized to determine the needs of Phillis Wheatley Elementary involved a thorough analysis and synthesis of multiple data points over three years. Data points included: Florida Standards Assessment (FSA), i-Ready data and AdvancED survey results. The principal, Community Assessment Team (CAT), the associate superintendent, the executive area director, and senior administrator disaggregated and monitored these data points to identify areas of strength and opportunities for improvement.

The Phillis Wheatley Elementary School leadership team developed a plan to administer AdvancED surveys to students, staff, and parents in multiple languages. The AdvancED accreditation survey is administered annually to ensure that Orange County Public Schools remains responsive to the needs of students, families, and staff. Respondents were surveyed from January 2019 through March 2019. Parents were provided the opportunity to complete an online survey at home and during parental engagement nights resulting in a 92% completion rate. Phillis Wheatley Elementary School students in grades 2 – 5 completed the online survey in the computer lab, resulting in a 93% completion rate. Staff members were surveyed through the use of an AdvancED survey email link resulting in a 78% completion rate. The response rates for each group reported above exceeded the minimum response rate published by AdvancED to ensure valid and reliable results. The survey response scale was based on the following: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree.

AdvancED Results

Standards	Parents	Staff	Students	Average
Purpose and Direction	4.38	4.04	4.82	4.41
Governance and Leadership	4.22	4.02	4.00	4.08
Teaching and Assessing	4.15	3.84	4.42	4.13
Resources and Support Systems	4.20	3.94	4.35	4.16
Using Results for Continuous Improvement	4.19	4.12	4.29	4.20
Average	4.23	3.99	4.37	NA

Accountable and Shared Leadership

Faculty and parent respondents rated the school highly in areas regarding holding all students to high academic standards and establishing goals to improve student learning in the standards of Governance and Leadership and Purpose and Direction. Respondents were asked how effectively the school's governing body demonstrated compliance, and held themselves accountable. Overall, the average stakeholder respondent rating for Governance and Leadership was 4.53. However, parents indicated that we need to increase

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opportunities for stakeholders to be involved in the school. To support the school administration in effective leadership, the school-based leadership team will work in collaboration with the executive area director to increase opportunities for external stakeholders to become involved in the school improvement process. Stakeholders will be provided an opportunity to participate on the Community Action Team, serve on the School Advisory Council (SAC), mentor students, and participate in the problem solving and decision making process.

Points of Strength: During the 2018-2019 school year, leadership team meetings were held weekly, instructional trends were analyzed, i-Ready and standards mastery assessments were regularly reviewed for trends. Discipline data and trends were also regularly discussed.

Opportunities for Growth: The school-based administrators will increase classroom observations and provide teachers with timely, actionable feedback, build a school-wide system to observe and analyze instructional practices, and design a common planning framework that focuses on disaggregating data, standards-based instruction, and engaging instructional delivery.

Standard-Based Instruction and Learning

School Grade Component	2019			2018			2017		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	57%	57%	29%	56%	56%	33%	54%	55%
ELA Learning Gains	44%	58%	58%	35%	55%	55%	39%	58%	57%
ELA Lowest 25 th Percentile	42%	52%	53%	34%	48%	48%	32%	53%	52%
Math Achievement	30%	63%	63%	46%	63%	62%	46%	61%	61%
Math Learning Gains	37%	61%	62%	52%	57%	59%	59%	64%	61%
Math Lowest 25 th Percentile	29%	48%	51%	36%	46%	47%	53%	54%	51%
Science Achievement	30%	56%	53%	41%	55%	55%	32%	50%	51%

The average stakeholder respondent rating for Teaching and Assessing for Learning was 4.13. The survey asked respondents several questions related to monitoring and adjustment of curriculum and instruction, assessments, student collaboration, student self-reflection and the development of student critical thinking skills. Sixty-one percent of teacher respondents agreed that our school provided challenging curriculum and learning experiences that were equitable for all students in the development of learning, thinking, and life skills. Eighty percent of parents agreed that teachers used a variety of teaching strategies and learning activities to educate students. One point of concern was that less than 48% of teachers indicated they

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personalize instructional strategies and address interventions to meet the individual learning needs of students. Also, eighty percent of parents reported that teachers regularly informed them of their child's progress.

Florida Standards Assessment (FSA) Data 2018-2019

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. When reviewing the academic performance data on the Florida Standards Assessments (FSA), students scored significantly below grade level in the areas of reading, math, and science proficiency. The FSA data for the 2018-2019 school year reflected 71% of students scored below proficiency in reading, 70% scored below proficiency in mathematics, and 70% of 5th graders scored below proficiency in science. Equally important, learning gains were minimal in reading and mathematics. The ELA learning gains were at 44% and in math learning gains were at 37%.

The Florida Standards Assessment data indicated a need for monitoring and adjusting curriculum to ensure students demonstrated academic growth and proficiency in the critical content areas. Teachers require additional professional development on the Florida State Standards and the Marzano instructional framework. Additionally, refining and monitoring the multi-tiered system of supports (MTSS) will help to identify students who are in need of academic and behavioral support. MTSS progress monitoring will focus on identifying students that could benefit from tier II and tier III instruction. The data from the supplemental instructional support will be reviewed every 4-6 weeks to determine its effectiveness and adjustments based upon the findings will be implemented to help students move fluidly through the MTSS pyramid.

Points of Strength: During the 2018-2019 school year, weekly grade level professional learning communities (PLCs) met to discuss and review the up-coming standards for instruction and build standards-based lessons. The team of teachers and school-based coaches discussed how to develop rigorous standards-based lessons and how to improve instructional delivery. Also, the DPLC site team met monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity.

Opportunities for Growth: Administrators need to increase teacher capacity to ensure students receive rigorous standards-based instruction and prescriptive intervention to increase proficiency and narrow the achievement gap. Refining and monitoring the support provided to the instructional staff will include the implementation of the coaching cycle, differentiated professional development, and biweekly progress monitoring meetings. In addition, the leadership and district support will capture data for all students to include a specific focus on the lowest 30% and in each subgroup while conducting classroom walkthroughs.

i-Ready Data 2018-2019

Orange County Public Schools (OCPS) implemented the i-Ready K-12 instruction and assessment tool with elementary schools during the 2016-17 school year. Schools administered three diagnostic assessments per year which predicted the percent of students' proficient on the FSA reading and mathematics assessments.

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District administrators and the School-based Leadership Team (SBLT) used the data to make school-wide instructional decisions. The data below reflected the percent of students predicted to achieve proficiency on the 2019 FSA in reading and mathematics, grades three through five.

i-Ready MOY Diagnostic Assessment 2019	Grade 3	Grade 4	Grade 5
ELA	36%	16%	25%
Math	16%	30%	42%

Positive Culture and Environment

Discipline Data – Total Suspensions by Type

	2016	2017	2018
In-School Suspension	8	31	151
Out-of-School Suspension	14	16	20
10-Day Suspensions	0	1	0
Total Suspensions	22	47	171

The average stakeholder respondent rating for Resources and Support Systems was a 4.16. Respondents were asked if the school maintained facilities that support student learning and contributed to a safe environment. Additionally, they were asked if students interacted in a safe and supportive way. Seventy-eight percent of respondents agreed that the school maintained a safe environment. Correspondingly, 86% of parents felt that the school maintained a safe environment. On average, 70% of staff members responded that the facility was maintained to support and contributed to student learning. Sixty-one percent of staff members agreed they had the necessary instructional time and resources to be successful. However, only 57% of the staff members felt the school provided high quality student support services (e.g., counseling, referrals, educational and career planning).

Phillis Wheatley Elementary has increased wrap-around services by providing mental health counseling to students from our full time guidance counselor and full time social worker. They provide weekly social skills curriculum to students. The goal of these services is to provide social-emotional support for students and improve student outcomes.

Points of Strength: During the 2018-2019 school year, the discipline infractions declined during the month of May after taking a spike during the months of January to April. In order to increase and sustain consistent high academic achievement at Phillis Wheatley Elementary School, will require a mindset shift from not only the faculty and staff, but also our parent community; therefore, the developed plan is designed to change the school’s culture from reflecting a double “D” mindset to a shift of increased academic achievement at a high level of excellence. Perpetuating the mindset that Wheatley is “OUR WHY” solicits commitment from all stakeholders. It has a structured parental engagement program along with excellent and effective teaching and learning.

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Opportunities for Growth: Phillis Wheatley Elementary School will establish partnerships with our external stakeholders to provide wrap-around services and mentoring opportunities for our students. A primary focus is to strengthen the relationships between students and teachers to foster a more culturally responsive learning environment. In addition to the full time social worker being a vital part of providing Social and Emotional support to our students, parents will also receive services that will help strengthen and provide resources that are lacking. We have partnered with several agencies to provide mental health counseling by licensed mental health therapist to meet the needs of many of our students. Partnerships are being developed with members from our community, specifically the Apopka Progressive Senior Citizen group as well as several men from local fraternities to provide mentorship to our scholars in grades 3-5.

Identify strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Phillis Wheatley Elementary teachers, the leadership team, and district support meet weekly in Professional Learning Communities (PLCs) to deconstruct the standards, analyze formative and summative assessments, and discuss pedagogical practices to improve student achievement. During these meetings, teachers have the opportunity to share ideas in a safe, learning environment.

During the 2019-2020 school year, teachers will continue to meet in PLCs, not only to deepen their understanding of the standards, but to model instructional delivery and provide each other with quality feedback. Teachers will participate in monthly professional development focused on high-yield literacy strategies for all students with a focus on the ESE, ELL, and SWD populations. Teachers and support staff will use small learning groups to accommodate learning differences, promote in-depth academic interactions, and teach students to work collaboratively. Also, teachers will participate in ghost walks and peer observations to enhance their professional practices.

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

Student behavior is an area of concern at Phillis Wheatley Elementary School. The discipline team meets weekly to discuss students with more challenging behaviors. The school based team has partnered with district personnel to receive additional support and guidance with targeted scholars with extreme behaviors. This year, the school will implement PBIS in conjunction with Multi Tiered System of Support-Behavior (MTSS-B). Identified staff members will provide a train-the-trainer model professional development on a school-wide positive behavior system. The district behavior support team and the district mental health counselor will support this implementation throughout the year. In addition, the school based guidance counselor, academic coaches, and dean will provide teachers with intervention strategies, and assist in identifying students for the MTSS process. Equally important, the school guidance counselor and full time social worker will infuse weekly social skills lessons, guidance groups, and individual behavior plans for targeted students. The district behavior coach will provide teachers with strategies to ensure the implementation of behavioral intervention plans for students.

Academic Strategies Improving the School

ELA:

1. The ELA Instructional Coach and senior administrator will model, support, and monitor implementation of standards-based instruction.
2. Students will receive an extra hour of reading instruction daily to build fluency, vocabulary, and reading comprehension strategies.
3. The school will implement the Florida Continuous Improvement Model (FCIM).
4. The administrative team and academic coaches will conduct classroom walkthroughs to provide teachers with continuous feedback using Marzano’s Instructional Framework and the school based feedback form.
5. The school-based administrator and district support will tier the teachers and implement the coaching cycle based upon progress monitoring data and instructional trends. The administrative team will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction.
6. Teachers will be provided extended professional development opportunities bi-weekly to deepen their understanding of the standards, plan lessons utilizing engagement strategies, and analyze data to drive instructional decisions.
7. The ESE support staff will provide support facilitation services for the ESE students during core content instruction.
8. Teachers will be encouraged to use the writing framework across all content areas. Professional development will be provided throughout the year to aid the learning process of incorporating writing across the content areas.

Math

1. The Math Instructional Coach and senior administrator will design a common planning framework that focuses on disaggregating data, standards-based instruction, and engaging instructional delivery. Both the Math Instructional Coach and senior administrator will model the usage of manipulatives and scaffolding techniques to increase students’ understanding of math concepts.
2. Teachers will be provided extended professional development opportunities bi-weekly to deepen their understanding of the standards, plan lessons utilizing engagement strategies, and analyze data to drive instructional decisions.
3. Students will receive intensive math intervention based on data collected after each common assessments.
4. The ESE support staff will provide support facilitation services for the ESE students during core content instruction.

Science

1. During common planning, the senior administrator will model and provide content and instructional support for classroom teachers.

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2. Teachers will be provided extended opportunities to plan lessons utilizing engagement strategies and analyze/compare science and ELA data to drive instructional decisions.
3. Monthly science training will be provided for 5th grade teachers to ensure they have the background knowledge to teach lessons and conduct labs.

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.

Accountability and Shared Leadership

The district-managed turnaround plan involves extensive investment in human and monetary resources to turn around low-performing schools and sustaining those improvements with targeted support at both the school and administration levels. The OCPS School Transformation Office (STO) provides integral specific content area expertise and builds site-based leadership. The district believes in creating strong instructional leaders through robust content-area support based on standards and ensuring stability within the school to enforce a positive culture for all stakeholders.

The School Transformation Office (STO) was established to provide strategic, centralized support based on prioritized needs. The focus of the office is to help schools function as high-performing and dedicated teams, provide training on rigor and standards-based instruction, concentrate on the individual needs of students, utilize data to drive instruction, and sustain community engagement. Additionally, the team analyzes student diagnostic and progress monitoring data to ensure resources are aligned to the cognitive demands of each learner. The office consists of one associate superintendent, two executive area directors, 10 senior administrators, 3 program specialists, and 17 instructional coaches.

Currently, STO provides comprehensive support to ten schools in OCPS identified by the district and state as “persistently lowest achieving.” Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement, and community partnerships. STO strives to improve teacher performance as it has a direct impact on student achievement. To improve teacher performance, coaches work daily with teachers to support student learning. Coaches provide professional development that expands and refines the understanding of effective instruction. In order to meet STO’s purpose, coaches provide personalized support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.)

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based on the goals and identified needs of individual teachers. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student needs.

To assist schools in showing growth, the department works in collaboration with the Florida Department of Education to monitor and support the School Improvement Plan, monitor a multi-tiered system of support, conduct instructional rounds with principals, and create a network of best practices. Executive area directors and senior administrators work collaboratively with school leadership teams to utilize data to inform decisions, help leaders foster and implement innovation, and provide customized assistance and training grounded in real-world experiences and evidence-based practice. In addition, they help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provide training, workshops, and learning experiences for parents.

The needs assessment process and methodology included: AdvancED survey results, Florida Standards Assessment (FSA) data results, student discipline data, Title I Comprehensive Needs Assessment, School Improvement Plan, Early Warning Indicators, local community group recommendations (including School Advisory Committee (SAC), PTA, and Community Assessment Team (CAT).

Part B.

Assurance 1

The district leadership, STO and the school leadership team work collaboratively to achieve the school improvement targets. The STO office has supported the principal in developing and implementing the turnaround plan.

The school leadership team and STO ensure that instructional programs align to Florida Standards for English Language Arts (ELA), mathematics, social studies and science.

Assurance 2

School Capacity - Leaders and Educators. The district has assembled an administrative team to meet the unique needs of Phillis Wheatley Elementary. The principal has a career history of working with turnaround schools. Additionally, an executive area director has been assigned to Phillis Wheatley Elementary School and four senior administrators to monitor standards-based instruction in collaboration with the school-based administrators.

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:

Phillis Wheatley Elementary SIP and TOP -2 have the same goals of increasing proficiency, narrowing gaps and addressing social and emotional needs. The TOP-2 plan outlines strategies the district utilizes to support fragile schools by providing human and monetary resources. The district has created a tiered system of support for schools, from the School Transformation Office. After conducting a needs assessment to write the SIP goals and action steps, the district turnaround plan focuses on academic gaps, social needs, and community partnerships.

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

The district personnel have made a concerted effort to know the day-to-day operations and needs of the school. The STO office provides support daily by providing on the ground coaching support. The district personnel work in conjunction with the school, forming relationships with community stakeholders. The teachers and community know and recognize the district personnel as a valuable resource to the school leadership team.

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.

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☒ 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 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

District Capacity and Support

Assurance 1

District Leadership Team and Allocation of Resources

The district-based leadership team includes the Superintendent, Deputy Superintendent, Chief Academic Officer (CAO), Associate Superintendent, Executive Area Directors, School Transformation Office (STO) Administrators and coaches.

The governance structure of Orange County Public Schools is that each school belongs to a Learning Community and receives guidance and support from their Associate Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Associate Superintendent or Executive Area Director evaluates the principal, and in conjunction with the Learning Community Senior Administrator, serves to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership.

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In 2013-2014, the School Transformation Office (STO) was established by Superintendent Barbara Jenkins to provide strategic, centralized support to ensure that an alignment of services is provided to targeted schools in need of improvement as identified by the Florida Department of Education and or the district. The focus of the office is to help “struggling” schools function as high performing and dedicated teams, build instructional and leadership capacity, provide training on rigor and standards-based instruction, concentrate on the individual needs of students, utilize data to drive instruction, and help sustain learning and community engagement. The office is supervised by a turnaround leader, the Associate Superintendent, who directly reports to the Deputy Superintendent who oversees Teaching and Learning for the entire district. The office also consists of two former principals (that have a track record in improving student achievement in Title 1 schools) who serve as Executive Area Directors, thirteen Senior Administrators, and approximately 17 instructional coaches. The rationale for utilizing this model is based on the overall success rate of STO in supporting “like” schools that are similar to the communities, demographics, and student achievement data as described in the needs assessment for Phillis Wheatley Elementary School. In 2013-2014, (first year of implementation) the School Transformation Office served twenty targeted schools that collectively improved 838 percentage points, as opposed to a decline of 929 percentage points the previous year. Seventy percent of the targeted schools improved 20 or more percentage points. Seven schools improved the equivalence of two letter grades and one school improved four letter grades. Seventy-five percent of the schools improved their total number of percentage points. In 2014-2015, the school grade calculation omitted learning gains. In the 2015-2016 under a new and more rigorous assessment (FSA), 78.6% of the schools with a 2013-14 School Grade of ‘D’ or ‘F’ (including those safeguarded) improved to a letter grade of a ‘C’ (11/14). In 2016-2017, the office supported 9 elementary schools and 2 middle schools. Ninety percent (10/11) of those schools improved their overall percentage points and earned a school letter grade of a “C” or higher. Four schools increased two letter grades and five schools increased one letter grade. In 2017-2018, the office supported six elementary schools, one K-8 school, and two middle schools. 78% of schools (7/9) improved or maintained a letter grade of “C” or higher. Memorial Middle School and Ridgewood Elementary improved from a letter grade of “D” to “C”. In 2018-2019, the office supported six elementary schools, one K-8 school, and two middle schools. One hundred percent of schools (10/10) improved or maintained a letter grade of “C” or higher. Lake Weston Elementary improved from a letter grade of “F” to “B”, Rosemont Elementary improved from a letter grade of “D” to “B”, and Rock Lake Elementary improved from a letter grade of “F” to “C”. The School Transformation Office is very strategic and intentional when working with targeted schools. The office has a demonstrated track of improving students’ performance. One hundred percent of schools supported through this office have shown improvement as it relates to student learning.

Phillis Wheatley Elementary’s STO Coaching Support

<u>School</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Phillis Wheatley Elementary	Kimberly Johnson-ELA	Kimberly Johnson-ELA Simone Daly-Math	Gabrielle Tatum-ELA Simone Daly-Math Kamilah	Gabrielle Tatum-ELA	Gabrielle Tatum-ELA Simone Daly-Math

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	Nicole Huff-Robinson-Senior Admin Tracy Lewis-Senior Admin	Kamilah Holden-Senior Admin Tiffany Green-Senior Admin	Tracy Lewis-Senior Admin	Nicole Huff-Robinson-Senior Admin	Tracy Lewis-Senior Admin
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Operational Flexibility

The district has provided Phillis Wheatley Elementary School sufficient operating flexibility in the areas of staffing, support, scheduling and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The school administrators have priority in hiring opportunities. Two job fairs were held specifically for fragile schools, both job fairs provided school principals with the opportunity to interview and hire before other schools.

Instructional Programs

A guaranteed and viable curriculum ranks at the top of school level factors impacting student achievement (Marzano, 2003). All teachers will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. The following indicators will be monitored during classroom walkthroughs as a way to provide teachers with actionable feedback as well as track teacher instructional practices: identifying and communicating the content considered essential for all students as opposed to the supplemental information, ensuring that the essential content is taught during the designated time frame based on the scope and sequence, sequencing and organizing the essential content in such a way that students have ample opportunity to learn the content and are able to apply their knowledge in real world scenarios, ensuring that teachers address the essential content using highly effective and engaging instructional strategies, and protecting instructional time, as well as collaboration time with PLC’s.

Phillis Wheatley Elementary School participates in Orange County’s District Professional Learning Community (DPLC) process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students.

Phillis Wheatley Elementary School will continue the utilization of i-Ready to provide prescriptive on-line instruction to students in ELA and math. Teachers will analyze student profile results bi-weekly to determine students’ strengths and opportunities for improvement. Additionally, teachers will use this data to provide small differentiated instruction. According to Curriculum Associates, “Each instructional module in i-Ready Instruction is structured with a tutorial that provides modeled and guided instruction, a practice activity that supports and reinforces student learning, and a quiz for independent practice and assessment” (Curriculum Associates, 2015a, p. 6).

Progress Monitoring and Summative Assessment Data

i-Ready is administered three times a year in reading and mathematics. Students are administered common assessments at the end of each cluster of standards as identified by the assessment focus calendar. Teachers will provide remediation lessons for students and then provide reassessment

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opportunities to determine student growth. The deputy superintendent meets with the associate superintendent monthly to review data and to discuss the coaching support at each school. The associate superintendent meets with the Phillis Wheatley administrative team twice a month to analyze and review i-Ready data and common assessment data. The school-based administrative team meets bi-weekly with each grade level team to review progress monitoring data. Equally important, the school-based administrative team facilitates data chats with individual teachers. Based upon progress monitoring data, the level of the support will be adjusted for teachers within the coaching cycle.

District Support and Policies

The district leadership team develops, supports and facilitates the implementation of policies and procedures that guide the school-based leadership team(s) and provides direct support systems.

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 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 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.

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- 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

Administrative Team

Phillis Wheatley Elementary School principal was changed during the 2019-2020 school year. Lukeshia Miller was appointed as principal of Phillis Wheatley Elementary School in July, 2019.

Selection Process

All principals must complete the Preparing New Principals Academy (PNPA) through the district. At completion they can apply for their principal certification and apply for positions. Once selected for an interview, they meet with a panel composed of the Area Superintendent, Executive Area Director, and representation of school faculty. The desired candidate is then reviewed and vetted through the Deputy Superintendent and Superintendent prior to selection.

Lukeshia J. Miller started her career as a 5th grade teacher at W. T. Moore Elementary during the 2000-2001 school year. During her first year as a teacher, she was recognized as an outstanding teacher leader and was the recipient of the Ida S. Baker Distinguished Minority Educator Award. After her first year of teaching she matriculated to Orlando, FL to join the Orange County Public Schools family as a 5th grade teacher at Rosemont Elementary, a Title I school for three years. After receiving her Master's degree in Educational Leadership, Ms. Miller transferred to West Oaks Elementary, a Title I school, to teach in the primary grade levels and expand her leadership as an Instructional Coach.

Ms. Miller was afforded the opportunity to be the Acting Assistant Principal at Rosemont Elementary during the 2006-2007 school year. Shortly after this administrative experience, Lukeshia Miller became the Assistant Principal at Rolling Hills Elementary, a Title I school from 2007-2009 school years.

During the 2009-2010 school year Lukeshia J. Miller was appointed Principal of Rolling Hills Elementary, a Title I school, and would remain the principal for a total of five years. During her first year as principal, Rolling Hills Elementary went from a "C" to an "A" school grade. Ms. Miller implemented AVID Elementary for College and Career Readiness and also established a school-wide mentoring program.

Lukeshia J. Miller was transferred to Apopka Elementary, a Title I school, during the 2014-2105 school year and was charged to increase and maintain the school grade to a "B" or better and change the culture of the school both internally and externally. Ms. Miller was the Instructional Leader of Apopka Elementary for five years. During her tenure the student enrollment increased from 625 students to over 800 students. Families who originally withdrew their children and enrolled them in private or charter schools began bringing their children back to Apopka Elementary due to the change in school culture and grade. Four out of the five years, Apopka Elementary maintained a "B" school grade under the leadership of Ms. Miller. In 2016-2017 Governor Rick Scott recognized Apopka Elementary for making great improvement in the area of Mathematics.

Lukeshia J. Miller was responsible for successful implementation of the Two-Way Dual Language program beginning with VPK to 2nd grades. Enrichment opportunities, including coding and robotics

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were implemented under her leadership. She has served in several leadership opportunities for the district including a facilitator for the District Professional Learning Community and a member of the Level 5 Principal Leaders for turnaround schools. Lukshia J. Miller was recognized by Orange County Public Schools for the 2018-2019 school year for being one of the three district finalists for Principal of the Year!

Tabitha Brown, Assistant Principal

Selection Process

All assistant principals must complete an application and vetting process to enter the district's assistant principal pool. At completion, they may interview for assistant principalship vacancies within the district. Candidates are then recommended to the superintendent based upon their qualifications.

Tabitha Brown, assistant principal, was appointed to Phillis Wheatley Elementary in November 2018. She began her teaching career at Richmond Heights Elementary, followed by Lovell Elementary, both Title I schools, as a second and third grade teacher. Additionally, Ms. Brown worked in the School Transformation Office as an ELA Instructional Coach. In this capacity, she supported over 10 elementary schools with ELA instruction and structure. In the capacity of Assistant Principal, Ms. Brown worked at Lockhart Elementary, a Title I school. While at Lockhart Elementary, the school moved from a "D" to a "C". Ms. Brown participated in on-going progress monitoring of school achievement data and developed a data wall with data for each individual student that was updated regularly. She also implemented student data chats and monitored for consistency. Ms. Brown monitored the effectiveness of classroom instruction and provided actionable feedback to teachers for continuous growth. She also oversaw discipline and led the school's Behavioral Council.

Leadership Team

All members of the school leadership team are new with the exception of the school guidance counselor and behavior/staffing specialist. Leadership team members have worked previously in Title I schools and demonstrate a proven track record of increasing student achievement.

Tandrika Taylor-Harris, Guidance Counselor, shares expertise on instructional practices in Mathematics and mental health counseling to target the specific needs of the students. Previously, Ms. Taylor-Harris has supported teachers in turnaround schools through the Mathematics Instructional Coach position in the School Transformation Office for several years. Her support for teachers included utilizing the coaching cycle and ensuring implementation of standard-based instruction. She currently supports teachers and children with social emotional learning. Additionally, Mrs. Taylor-Harris teaches a fourth grade group of students during the extra hour block.

Keara Elam, serves as the Staffing/Behavior Specialist. She comes with several years of experience from the private industry as it relates to exceptional education and behavior modification. She provides

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professional development for general education and special education teachers on state compliance regulations. Ms. Elam teaches a third grade group of students during the extra hour block. She has served in Title I/turnaround schools her entire career.

Adriene Anderson, Math/Science Coach, shares expertise on instructional practices and select interventions in Math to target the specific needs of students. She supports teachers by utilizing the coaching cycle and ensuring the implementation of standard-based instruction. In addition, she participates in the design and delivery of professional development and supports colleagues through mentoring and pushing in/pulling out of small group interventions. Mrs. Anderson teaches a fourth grade group of students during the extra hour block. She has served in Title I/turnaround schools her entire career.

Karen Redel, K-2 Reading Coach and MTSS Coach, leads the MTSS process and provides support to students and staff to include academic strategies and expertise on instructional practices and select interventions in Reading to target the specific needs of students. She supports teachers by utilizing the coaching cycle and ensuring the implementation of standard-based instruction. In addition, she participates in the design and delivery of professional development and supports colleagues through mentoring and pushing in/pulling out of small group interventions. Mrs. Redel provides professional development and helps our school-wide progress monitoring process. Mrs. Redel provides Tier III instruction for retained 3rd grade scholars and she also teaches a third grade group of students for the extra hour block. She has served in Title I/turnaround schools for more than 15 years.

Carol Dyches, 3-5 Reading Coach. Mrs. Dyches shares expertise on instructional practices and select interventions in Reading and Writing to target the specific needs of students. She supports teachers by utilizing the coaching cycle and ensuring the implementation of standard-based instruction. In addition, she participates in the design and delivery of professional development and support colleagues through mentoring and pushing in/pulling out of small group interventions. Mrs. Dyches teaches a combination of fourth and fifth grade students during the extra hour block. She has served in Title I/turnaround schools, which also includes an alternative school setting, her entire career.

Stacyann Daley, Curriculum Resource and Compliance Teacher. Ms. Daley is responsible for administering all district and state assessments. She supports primary grade levels with instructional practices for Math and Science. She supports teachers by utilizing the coaching cycle and ensuring the implementation of standard-based instruction. Ms. Daley teaches a fourth grade group of students during extra hour block. She has served in Title I/turnaround schools her entire career.

Meredith Leftakis, STO Executive Area Director, served as the principal of a Title 1 school, Palmetto Elementary School, for four years. The school moved from a “D” to a “B” in one school year during her tenure as principal. At that time, Palmetto Elementary School was under the Differentiated Accountability Model. Prior to her role as a principal, Ms. Leftakis was a senior administrator serving over 25 schools ranging from grades K-12 and containing a variety of students from various socio-economic and diverse

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backgrounds. Previous to her role as a district-level senior administrator, Ms. Leftakis was a turnaround specialist for the Florida Department of Education serving on the Region 3 Differentiated Accountability Team. In January of 2019, Ms. Leftakis was appointed as the Executive Area Director of the School Transformation Office within Orange County Public Schools. During her tenure thus far, all schools supervised increased student achievement in the majority of school grade categories with two schools improving one letter grade, one school rising from an “F” to a C” rating, and Rosemont Elementary School increasing their school grade from a triple “D” rating to a “B” rating.

Incentives

Orange County Public School offers incentives to recruit and retain principals at turn-around schools.

- Principals recruited to move to one of the targeted schools for the 2019-2020 school year are eligible for a **\$10,000** recruitment bonus. Assistant principals recruited to move to one of the targeted schools for the 2019-2020 school year are eligible for a **\$2,500** recruitment bonus.

Performance Bonus for principals:

- **\$10,000** if the school improves two letter grades
- **\$5,000** is rewarded if the targeted school improves one letter grade above a C letter grade
- The targeted school maintains high performing standards; a school letter grade of a “B”

Capacity of Turnaround Leader

The district builds the capacity of turnaround leaders by providing coaching and differentiated professional development opportunities. The district has afforded turnaround leaders the opportunity to attend the Harvard Leadership Institute.

Operational Flexibility

The district provides flexible to instructional leaders in the selection of school-based leadership and instructional staff.

District Actions

In the event the school does not improve after the first year of implementation of this plan, the district will conduct a needs assessment, increase support for the school personnel and provide additional resources and extended learning opportunities to assure student academic success.

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

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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?
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

Filling Vacancies and Certified Instructional Personnel

The district has developed a system to recruit and retain effective personnel to support teaching and learning at Phillis Wheatley Elementary School. The district ensures that certified teachers are employed at the school and vacancies are filled by certified instructional coaches at the school level. The principal is permitted to offer employment to qualified teachers at an early start date and job fairs are held specifically for Title I and priority schools. In addition, “highly qualified” and “effective teachers” are permitted to transfer to Phillis Wheatley Elementary School at any time during the school year with principal permission.

Instructional Staff

The district has reassigned and replaced all staff members with an “unsatisfactory” rating as measured by the most recent VAM data (3 year average) provided by FLDOE, and the district’s evaluation system. Phillis Wheatley does not have any teacher with a Needs Improvement rating on the instructional evaluation system.

Teacher Incentives

Annually, teachers receive \$3000 for teaching in the targeted Title I schools. A MOU was signed on August 2, 2019 which included Phillis Wheatley Elementary School.

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.

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

The district retention incentives, longer transfer periods, professional development and leadership opportunities all contribute to the recruitment of highly effective and effective teachers. STO schools receive the unassigned teacher list prior to other schools in the district. Additionally, HR staffing specialists prioritizes targeted schools in need by providing them with the first opportunity to hire qualified instructional staff.

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

A total of six instructional personnel were reassigned due to state VAM ratings.

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

None of the six reassigned teachers were placed at DA schools.

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

During budget recalculation, Phillis Wheatley Elementary School was given priority to candidates who were released due to loss of allocations.

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	1	2	0	0
School %	33	67	0	0
District %	13	54	16	17
State %	18	54	14	14

Acknowledgement

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

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

Name and title of the person responsible for completing and submission of the TOP-2
Lukeisha Miller, Principal
Contact information: email, phone number
Lukeisha.Miller@ocps.net 407-296-6420 extension 3432222
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2019
Superintendent signature (or authorized representative)
Dr. Maria Vazquez