



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan—Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator

**Pinellas County
Lakewood Elementary**

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective August 1, 2020

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Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator) to improve the school's grade to a "C" or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

In the box below, identify the name and MSID number of the school that will be supported through the turnaround option plan.

School Name/ MSID Number
Lakewood Elementary/2021

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The Regional Executive Director (RED) or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

Names and affiliation of CAT members:

NAME	SCHOOL/ORGANIZATION
Ballinger, Deb	R'Club
Bogges, Karen	Juvenile Welfare Board
Corbett, Bill (Dr.)	PCS, Deputy Superintendent
Evans, Dan (Dr.)	PCS, Executive Director, AAR
Feeney, Mike	PCS, Executive Director Elementary Ed.
Gagnon, Bob	PCS, Assistant Director Transformation Zone

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Grego, Michael (Dr.)	PCS Superintendent
Hendrick, Kevin	PCS, Assoc. Superintendent T & L
Matway, Lori	PCS, Assoc. Superintendent SCS
McRae, Leah	City of St. Petersburg
Patrick, Judy	R'Club
Reed, Nikita	PCS, Chief Transformation Officer
Terrell, Stephanie	Learning Sciences, Inc.
Webley, Tracy (Dr.)	FLDOE, Regional Executive Director
Woodford, Stephanie	Principal, Lakewood Elementary

Dates of CAT meetings (held and upcoming meetings):

- October 29, 2019

Lakewood Elementary / Review and Analysis

Pinellas County district leaders, community partners, and the school’s external operator (Learning Sciences International) assembled as a Community Assessment Team to review school data, determine causes related to the school’s growth areas, and make recommendations for improvement. A full rendering of our analysis and the substantive conclusions are offered via this document and are specific to the unique opportunities and challenges at Lakewood Elementary related to the following domains:

- Transformational Leadership
- Standards-based Instruction and Learning (for student and adult learners)
- Positive Culture and Environment

As a leader in innovative school improvement models, Pinellas County Schools has designed a highly structured methodology for the oversight and support of its most struggling schools. In fact, 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. Under the leadership of Superintendent Michael A. Grego, Pinellas County Schools has a strong reputation for taking aggressive and proactive approaches to improving its local schools. The district’s partnership with Learning Sciences International (LSI) as an external operator at Lakewood Elementary is one example of this commitment to creative solutions.

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Pinellas County Schools has organized a highly effective Transformation Zone office under Chief Transformation Zone Officer, Ms. Nikita Reed, and numerous instructional support staff. This team has led the district to significantly improve the lowest performing schools in the district. Last year, Ms. Reed and her team had 13 schools in the Transformation Zone and none of them decreased in their letter grades. All but one increased their overall school grade points and four increased by two letter grades. The district is postured to eliminate all turnaround schools during the 2019-20 school year.

What school data were analyzed?

The district team reviewed state assessment data, local assessment data, classroom observation metrics, and school culture and climate measures to pinpoint areas of improvement at Lakewood and opportunities for growth. The district works closely with LSI to identify and track each variable of teacher and student growth, including foundational skills and mastery of state standards. These data inform a continuous improvement cycle at Lakewood that began prior to the 2018-19 school year with LSI's School Comprehensive Needs Assessment (SCNA). The outcomes from the 2018-19 school year and the early months of this school year (2019-20) are promising and the school climate and conditions for learning have vastly improved.

In reaching the conclusions presented within this plan, the specific data reviewed were as follows:

Formative and progress monitoring measures:

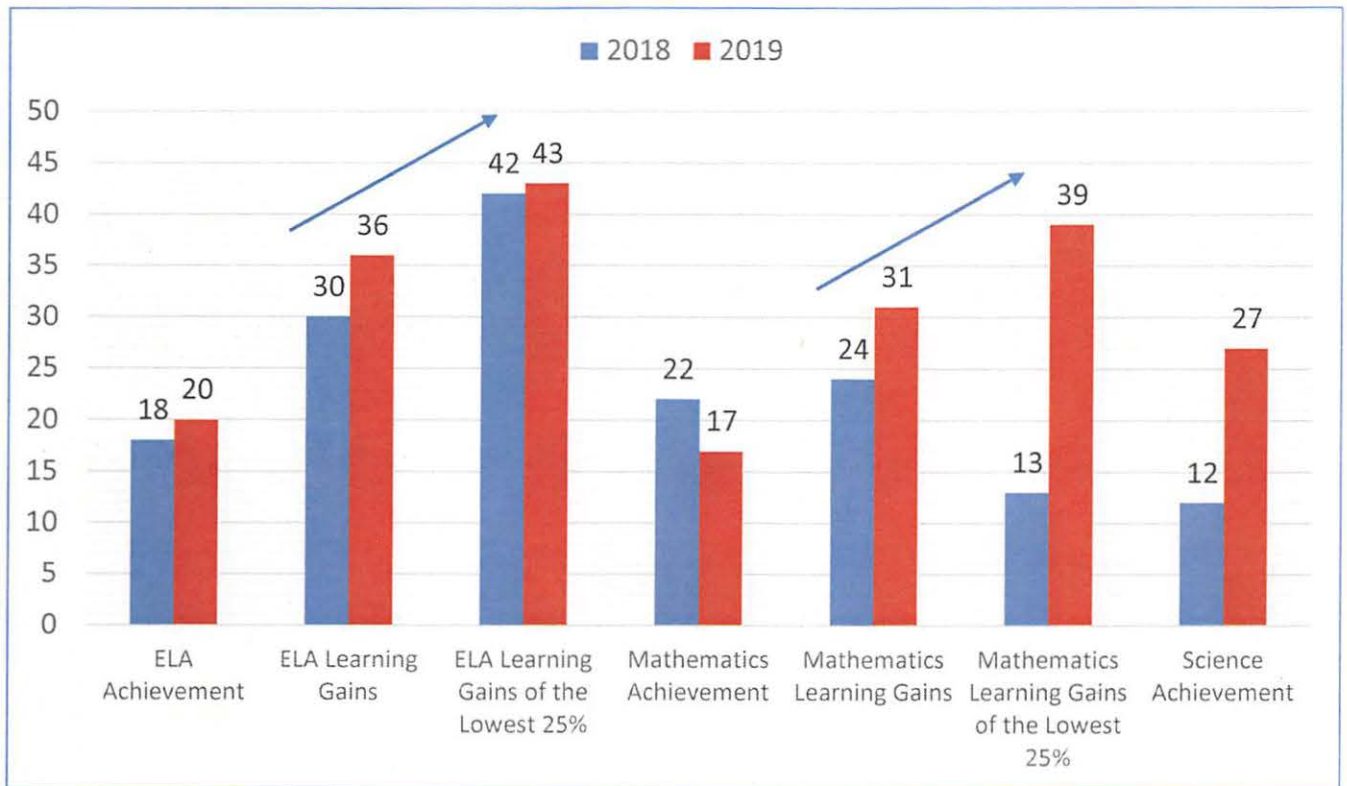
- LSI's evidence-based Rigor Diagnostic® school instructional audit
- LSI's Growth Tracker data
- Reading proficiency (NWEA MAP, iReady, iSPIRE, Running Record)
- Math proficiency (NWEA MAP, iReady)
- Science proficiency (District Common Assessments)
- Number of students accessing extended learning options – percentage growth

Summative outcomes:

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

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Chart 1. Lakewood Elementary / School Grade Trends



It is important to note that Lakewood did improve in nearly every school grade cell (6 out of 7) in 2018-19 and increased its total school grades points by 52 in just one year. The improvements were especially notable in learning gains among all students and students within the bottom quartile (L25). Science achievement also saw substantive improvement, which more than doubled from the previous year (see chart above).

Additionally, a review of foundational reading data shows that students in the earliest grades are improving, which provides an encouraging trajectory for Lakewood students in 2019-20 and beyond (*Source: iSPIRE*).

- **Kindergarten: 82% on grade level at end of 2018-19.**
- **Grade 1: 88% on grade level at end of 2018-19 (48% in the fall of 2018).**
- **Grade 2: 36% on grade level at end of 2018-19 (3% in the fall of 2018).**

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Identified causes of low performance in 2018-19:




Conditions for learning: The current principal and external operator inherited a school in 2018-19 where the conditions for learning were not optimal. The principal currently in place followed a principal who was not successful as a turnaround leader. The previous principal was overwhelmed by the challenges at Lakewood and she left the school with poor learning conditions and high teacher turnover. Please note that the 2017-18 principal had previously advanced a school from a C to an A.

It should be noted that Pinellas County Schools has a strong reputation for identifying and growing turnaround principals. As Superintendent, Dr. Grego has been bold in his actions to install the best leaders in our most struggling schools and change out leaders who do not move the needle. These decisive actions have shaped our district Transformation Zone into a model for school turnaround. Of the 13 schools in the Zone last year, 6 of the D schools improved a letter grade, with 2 advancing two letter grades. One F school improved to a C. Lakewood is the last F-graded school that will improve to a C during the 2019-20 school year.

Table 1. Pinellas County Transformation Zone / Improvements

PCS Transformation Zone Schools	Grade 2018	Grade 2019	TREND	Pts Change from 18 to 19
BAY POINT ELEMENTARY SCHOOL	D	B	↑	+22
PINELLAS PARK ELEMENTARY SCHOOL	D	C	↑	+11
MAXIMO ELEMENTARY SCHOOL	C	C	↑	+6
MELROSE ELEMENTARY SCHOOL	C	C	↑	+5
MEADOWLAWN MIDDLE SCHOOL	D	B	↑	+14
JOHN HOPKINS MIDDLE SCHOOL	D	C	↑	+13
NEW HEIGHTS ELEMENTARY SCHOOL	D	C	↑	+8
SANDY LANE ELEMENTARY SCHOOL	D	D	↔	0
PONCE DE LEON ELEMEN SCHOOL	F	C	↑	+15
CAMPBELL PARK ELEMENTARY SCHOOL	F	C	↑	+15

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GULFPORT ELEMENTARY SCHOOL	D	D		-3
FAIRMOUNT PARK ELEMENTARY SCHOOL	D	C		+11
LAKWOOD ELEMENTARY SCHOOL	F	F		+7

The new principal at Lakewood is a strong instructional leader who needed a full school year to establish sound processes and routines for learning. When she arrived, structures were not adequately established to ensure that students were attending school and adhering to rules and procedures. Established and repeatable processes for monitoring learning and data were not sufficient to sustain lasting school improvement. Staff turnover was also high, with 23 new teachers coming on board in 2018-19.

Low Readiness Rates: The current principal also discovered quickly that students were reading well below grade level and that the current curriculum was not adequate to address the deep skill gaps found among many learners at Lakewood. Working with the external partner, the principal onboarded a new multisensory reading intervention (iSPIRE) and rallied her teachers to write lessons that were a better match for student needs.

School improvement since 2018-19:

The improvement at Lakewood has been extraordinary and provides the district a high degree of confidence that a school grade of C is expected and will be maintained for years to come. Some of the improvements in evidence during the current school year are as follows:

- A strong teacher community and school climate that has reduced staff turnover dramatically and created a stable, confident instructional staff.
- A commitment to hire and retain only effective and highly effective teachers and to align the skills of teachers to the students who are most in needed.
- A teacher mentor for every child scoring in the bottom quartile (L25) on the state FSA.
- An ambitious attendance plan that includes home visits to meet with the families of students who are not attending school regularly and build strong and lasting relationships.
- Academic data chats with parents to keep them informed and excited about the progress of their child(ren).
- A whole-school, community-minded approach to school turnaround that has brought excitement and pride back to Lakewood, including a celebration of students who are excelling by sending notes home to families and installing yard-signs throughout the neighborhood that read “My Child Earned Honor Roll at Lakewood Elementary.”

Recommendations for continued improvement (2019-20):

In keeping with our district’s commitment to bold approaches to school turnaround, Pinellas County Schools is continuing its ambitious public-private partnership between PCS and our external partner (LSI) to provide the state with a successful example for other districts to follow. As stated, we

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have seen continued improvements at Lakewood in response to the dedicated work of the school staff, coaching and development support from LSI, and the expertise of our district Transformation Zone under the direction of Chief Transformation Officer, Ms. Nikita Reed.

The district's purposeful model for school improvement includes a series of tiered supports designed to increase resources annually in response to each school's needs and then differentiate the manner and degree that the interventions are provided. Those supports 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.
- 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.

In keeping with a true tiered intervention model, the district is immediately implementing (2019-20) the following key actions above and beyond what is offered at any other district school.

- Additional site visits from Transformation Zone specialists, and on-site leadership coaching for the principal and her team from Chief Transformation Officer, Ms. Nikita Reed.
- An additional 20 staff units to provide the most intensive supports possible. This includes additional instructional coaches, a Reading Recovery teacher, two math intervention specialists, and four “teachers on deck” to ensure that no classroom goes uncovered.
- A robust Saturday school program designed to support students in ELA and Math, beginning in January 2020.
- A full-day, six-week Summer Bridge program, with transportation, that will include field experiences in support of academic enrichment and targeted lessons designed to reduce the summer slide in reading and mathematics.

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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. Transformational 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.

Summary of the Needs Assessment Results

Pinellas County Schools (PCS) is committed to academic excellence in creating the highest possible performance outcomes for the students at Lakewood Elementary School. As such, the district has conducted an extensive analysis of the supports and interventions in place at Lakewood 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 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. Our recommendations are specific to the unique opportunities and challenges at Lakewood related to the following domains:

- **Transformational Leadership**
Effective Leadership
- **Standards-based Instruction and Learning (for student and adult learners)**
Public and Collaborative Teaching
Ambitious Instruction and Learning
- **Positive Culture and Environment**
Safe and Supportive Environment
Family and Community Engagement

While analyzing state testing data over the past three years (2017-2019), the proficiency rates for 2019 were two percent lower in English-Language Arts/ Reading, thirteen percentage points lower in Math, but five percentage points higher in Science. The percentage of students with learning gains in ELA/Reading

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increased by eight for all students and by six points for the students who scored in the bottom quartile. The percent of students with learning gains in Math decreased by seventeen percentage points for all students and decreased by eight points for the students who scored in the bottom quartile.

Needs Assessment Methodology

Pinellas County Schools has conducted an extensive analysis of Lakewood Elementary as part its annual review of student performance data and the district's commitment to continuous improvement. Specifically, the district has established an ongoing developmental evaluation of our turnaround initiatives and all of the strategies and interventions in place to support learning. The research design is collaborative and involves mixed methods—both quantitative and qualitative. This allows for triangulation of information sources, and to provide a more in-depth understanding of our turnaround efforts as well as the strength and fidelity of implementation.

In reaching conclusions specific to Lakewood and its needs for 2019-20, PCS employed both a resource and gap analysis methodology in the development of a plan for the school. The components of the five-step needs assessment process are described below.

- 1. Review of Areas of Assurance-** The needs assessment process commenced with a review of the areas of assurance outlined by the state. Each area of assurance was examined through the lens of our District Strategic Plan and Bridging the Gap Plan, which provide a framework for academic excellence and closing of achievement gaps through evidence-based, equitable educational practices. The guiding question for this review was, “What is the district’s capacity and commitment to support the implementation of a whole-school transformation model?”
- 2. Review and Analysis of Pertinent School Data-** After making a determination of district capacity and commitment for implementation of a whole-school transformation model, a critical review and analysis of pertinent school data was conducted. Both qualitative and quantitative measures were examined, with the goal of creating a comprehensive school profile. The guiding question for this review was, “What are the current school conditions for teaching, learning, and achievement?”
- 3. Resource Analysis and Asset Mapping-** Subsequent to the review and analysis of pertinent school data, the existing assets and resources at Lakewood Elementary were identified. This process was informed by goals, strategies, and resources outlined in the School Improvement Plan, Title I Schoolwide Plan, and Turnaround Option (TOP-2) Plan. The guiding questions for this strategic analysis were, “What is the school’s current capacity to effectively implement a whole-school transformation model? What supports are already in place?”
- 4. Gap Analysis-** Armed with information about existing assets at the school, an objective analysis was made to identify remaining gaps in resources and supports. Consideration was given to current federal, state, and local resources. The guiding questions for this analysis were, “What needs have not been adequately addressed by existing resources? How will additional resources address remaining gaps or augment existing supports to maximize the return on investment, without duplicating efforts?”
- 5. Identification of High Yield Practices and Programs-** The final step in the needs assessment process was the identification of evidence-based, high yield practices and programs to address

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remaining gaps or enhance and extend existing resources. The guiding question was, “What practices and programs will maximize our capacity to effectively implement a whole-school transformation model, based on this needs assessment?”

The district also reviewed the results from the AdvancED survey conducted at Lakewood. The 360-degree survey of school staff, students, and parents support conclusions related to school environment, leadership capacity, and family engagement. District leaders also met with the principal and with the Community Assessment Team to review school performance data, determine causes for the school’s performance, and make recommendations for school improvement.

The needs assessment process revealed strengths and opportunities for improvement at the district and school levels in three domains—Transformational Leadership, Standards-Based Instruction and Learning, and Positive Culture and Environment. Identified strengths will continue to be leveraged for continuous improvement. Opportunities for growth will be strategically addressed.

Metrics to Measure Success

Formative and progress monitoring measures include:

- Reading proficiency (NWEA MAP, iReady, iSPIRE, Running Record)
- Math proficiency (NWEA MAP, iReady)
- Science proficiency (District Common Assessments)
- 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)

Pinellas County Schools requested Learning Sciences International’s (LSI) support in designing interventions as External Operator for Lakewood Elementary beginning in February 2018. PCS has provided 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.

LSI’s School Comprehensive Needs Assessment (SCNA) is a compilation of current national research, best practices from state departments of education, and LSI’s evidence-based Rigor Diagnostic® school instructional audit.

The primary purpose of the SCNA is to determine a school’s strengths, weaknesses, and readiness to implement the Schools for Rigor model under the direct control of LSI as an external operator.

The SCNA consists of the following components:

- School Profile Review – Pre-work
- Rigor Diagnostic Instructional Audit, Focus Group, and Classroom Visits – site visit
- Curriculum Needs Assessment – Curriculum subject matter expert site visit (Practice Leader)
- School Leadership Assessment – Site visit, principal interview and data review

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- Faculty Assessment – Site visit, teacher interviews
- Professional Learning Community Effectiveness – Site visit, PLC observations
- Planning and Operational Effectiveness – Operations subject matter expert site visit
- Engagement of Families and Communities – Site visit, parent and community focus group
- District-based Systems and Structures – Pre-work, meeting with district personnel

SCNA Findings

- Extensive conditions elements (classroom disruption, fighting, elopement, destruction of property)
- 70% teacher turnover (23 teachers replaced for 2018-19)
- Lack of MTSS/RtI processes and attendance tracking
- Non-functioning PLCs
- Replacement of principal
- Profound foundational reading deficiencies
- Lowest performing traditional public school in Florida for 2017-18 (23% of total points-161)

The district has been purposeful and deliberate in assuring that all teachers were observed adequately and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2019-20 school year. The district's offices of Human Resources, Professional Development and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions. It should be noted that these data were combined with related observational and teacher growth data that the principal used in making decisions about retention.

The data provided were:

- All final evaluation ratings per teacher.
- All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal's rating).
- All state VAM scores per teacher (as available).
- All district cycle / interim assessment data per teacher (teacher score versus school and district average).

As described above, the district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly effective teachers were rehired, unless other data showed that the teacher was improving to a point that another year would benefit the teacher and learners at the school. In fact, PCS negotiated specific contract language providing the principal with the right to "opt out" teachers who are not showing adequate skill to work in challenging school environments.

The district has provided several related hiring advantages to Lakewood, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal's support.
- Significant recruitment, retention and school performance bonuses.

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Positive Outcomes

Strengths

The following Transformational Leadership, Standards-Based Instruction and Learning, and Positive Culture and Environment strategies were implemented at Lakewood Elementary School that resulted in positive outcomes during the 2018-19 school year and thus far in the 2019-20 school year.

Transformational Leadership

Effective Leadership

- School leadership established a schoolwide sense of urgency around rigorous standards-based instruction and student performance.
- School leadership established systems for monitoring teaching and learning in all classrooms and held everyone accountable to a consistent standard of performance.
- School leadership led and supported the faculty and students to embrace progress-monitoring systems and held all accountable for monitoring and improving their own data.
- The principal received weekly executive coaching to ensure maintenance of strong, systemic conditions supportive of rigorous teaching and learning.
- School leadership's sense of urgency shifted to the improvement of instruction, enhancing student performance, and narrowing the achievement gap.
- Highly effective teachers assigned to students in the accountability groups and the lowest 25%.
- Provided targeted, student-specific support in both ELA and math content areas for students scoring in the lowest quartile.
- Held classroom teachers accountable for monitoring student progress and drove the support provided in small groups by the interventionists. Teachers assumed ownership for interventions for their individual students.
- Created systematic progress monitoring protocols and identified effective assessment tools, which allow teachers and leaders to determine students' growth and mastery of standards and skills.
- Conducted daily stand up meetings with members of the leadership team to monitor progress with Action Board items, review student data, and to collaboratively problem solve.
- Conducted weekly, extended leadership team meetings to include the school administrators and academic coaches to discuss action plans around teacher support and student data trends.
- Clearly defined the roles and responsibilities of each member of the school leadership team. Provided structure for future meetings to ensure all members are effective and contributing to a collaborative approach to problem solving.

District Strengths in Transformational Leadership

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- Teacher Contract: Negotiations with teacher union regarding pay, extended day, transfer window, and opt out.

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- **Human Resource Practices:** Change in transfer window; involuntary transfers not placed in DA schools.
- **Payroll / Differentiated Pay:** Recruitment, retention, and school performance bonuses.
- **Discipline Policies:** Discipline Disparity research and equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

Pinellas County Schools has committed to a number of strategies, interventions and supports for Lakewood that are already in place in our most challenging schools. Those include:

- Flexible instructional model. Dedicated intervention time.
- Increased Extended Learning budgets and programs, including a 6-week Summer Bridge Program.
- Increased teacher training. Additional training days each year are required.
- Increased leadership training, including monthly disciplinary disparity and implicit bias training.
- Increased district monitoring and support.
- A comprehensive teacher effectiveness data matrix to support recruitment and retention decisions.
- Additional paraprofessionals provided to schools per each school's needs.
- Additional instructional coaches provided to schools per each school's needs.
- Increased technology and software resources (take-home laptops for students).

PCS has created a deliberate system for monitoring, supporting, coaching and evaluating administrators in its turnaround schools related to the key turnaround competencies needed to move our schools forward.

An ongoing search is underway to attract top leaders from around the state and nation as part of the work of our district's Talent Acquisition Team. Principals at our turnaround schools are provided substantial recruitment and retention bonuses, as well as performance bonuses based on school performance criteria.

PCS recruits, develops, and retains highly effective school leaders by providing multiple, differentiated, and timely supports to build instructional leadership for highest student achievement. This includes guidance for strategic, efficient utilization of available human and fiscal resources. Some existing strategies and supports:

- The selection of the principal, assistant principals, and instructional coaches at all Transformation Zone schools (including Lakewood Elementary) is conducted through a series of interviews and a review of employee work history intended to locate leaders with strong turnaround competencies.
- Particularly in our TOP 2 schools, essential strategies for school support include ongoing training in school turnaround strategies and solutions, restorative practices and equity pedagogy.
- District partnerships with the Southern Regional Education Board and National Institute for School Leadership allows practicing and aspiring school leaders to strengthen knowledge and skill through participation in Turnaround Leaders and Executive Development programs.
- Transformation Zone staff engage in quarterly data chats with school leaders and provide ongoing, job-embedded coaching in critical competencies for leadership and school operations.
- An AdvancED® survey is administered districtwide to administrators, teachers, students, and parents, and results are utilized for strategic planning and data-driven decision-making.

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Standards-based Instruction and Learning (for student and adult learners)

Public and Collaborative Teaching

Ambitious Instruction and Learning

- Lakewood teachers are provided targeted professional development and weekly coaching to:
 - Establish classroom conditions and routines supportive of rigorous learning.
 - Implement core actions to achieve the standards.
 - Ensure standards-based alignment of learning targets and tasks in all classes.
 - Ensure teacher verification and feedback to students on attainment of learning targets.
- Effective PLCs focus on student evidence and learning, ownership of the learning process, cognitive engagement in rigorous tasks aligned to Florida Standards, and teamwork for development of new economy skills for the 21st Century.
- Increased rigorous instruction and tasks aligned to the standards to improve student achievement.
- Increased time in the master schedule to stretch core instruction blocks and provide teachers with professional learning on how to engage students in rigorous learning for longer periods of time.
- Utilized daily PLCs to build the understanding of teachers of the intent of the standards at the appropriate grade levels and supported them in designing aligned lessons.
- Built structures for systematic, non-evaluative feedback from school leaders and coaches to support the planning and delivery of rigorous standards-based instruction.
- Created a system/structure to lead and support the team of school interventionists available to maximize student results.

District Strengths in Standards-Based Instruction and Learning

Pinellas County Schools provides structures and resources to support teacher collaboration for professional growth. The role of teacher leadership is acknowledged and celebrated as integral to authentic and sustained school improvement. PCS supports rigorous, standards-based, culturally responsive instruction in all classrooms, as well as enrichment and extension of learning beyond the classroom. Instruction is thoughtfully planned to foster the 21st century skills of critical thinking, effective communication, authentic collaboration, and creative approaches to problem solving for all students. Some existing strategies and supports in addition to those already mentioned:

- Teachers participate in facilitated observations of effective instructional strategies, with processes for reflection and planning.
- Job-embedded instructional coaches provide side-by-side support and guidance for teachers during daily instruction.
- An Elevating and Celebrating Effective Teachers and Teaching (ECET2) program is implemented to foster teacher leadership and advocacy.

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- TOP 2 schools receive the most effective instructional staff members possible who understand the competencies and collaborative skills required to teach in more challenging school environments.
- High-quality, research-based instructional materials and resources are provided for teachers to support rigorous, standards-based instruction that engages all learners.
- Curriculum guides increase effective lesson planning and appropriate pacing of instructional units.
- A re-structured instructional day provides increased daily learning time and a technology-based Beyond the Classroom initiative supports continued student learning over weekends and holidays.
- The NWEA MAP assessment is administered in reading, mathematics, and district common assessments are administered in science three times a year to provide timely, reliable data for measuring student progress and guiding instruction.
- Short formative assessments administered around key standards provide immediate feedback to teachers and grade-level teams to support planning around standards and re-teaching.

Specific Strategies to Support Standards-Based Instruction / Learning

Strategy 1: Provide rigorous, standards-based, culturally responsive core instruction.

PCS works to ensure that every student masters the Florida Standards each year. This mastery level expectation includes supports to develop background knowledge for students that do not bring the same sets of experiences to the standards.

Students use a range of subject-specific knowledge, concepts and skills to develop a deeper understanding of grade level standards, facilitated by an inquiry-based learning approach. Students receive supplemental support using Advancement Via Individual Determination (AVID) strategies to build successful academic habits to prepare for middle and high school.

The district has adopted *Journeys* by Houghton Mifflin Harcourt as the Comprehensive Core Reading Program. *Journeys* is a standards-based core program with instructional materials and assessments for Tier 1, Tier 2, and Tier 3. In addition, the Elementary Reading & Language Arts department provides teachers with a yearlong curriculum designed to meet the demands of the Florida Standards.

It should be noted that the district commissioned an outside research team to review its curriculum and materials in support of turnaround schools like Lakewood. As a result, several critical changes were made for 2019-20 that are designed to impact student growth. Among those is the adoption of the Ready Mathematics curriculum. Math proficiency will be monitored using NWEA MAP and iReady.

School staff apply knowledge of culturally responsive instruction in three key areas:

1. The Classroom Environment
2. Components of Learning
3. Engaging Culturally Diverse Learners

Strategy 2: Provide academic enrichment and extension.

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Academic enrichment and extension opportunities are provided for students. They have access to enrichment clubs and activities before and after school and during the summer. Through collaborative partnerships, extended learning programs for students provide a safe environment for students and families in need of these services.

Students participate in STEM camps, Math and Coding Clubs. These cross-curricular enrichment opportunities build new skills and interests, develop self-confidence, and provide cross-disciplinary, real-world learning opportunities that support core subjects. Enrichment clubs provide an opportunity for students to build mastery in content beyond core academic subjects, deepening skills and interests.

Strategy 3: Provide timely, effective intervention for students not meeting standards.

Instructional coaches for Multi-Tiered Systems of Support (MTSS) assist with analysis of data to determine and develop effective interventions. Two supplemental classroom teachers lower the teacher-pupil ratio beyond the class size requirement and provide focused support for English Language Learners, ESE students and students needing Tier 2 and Tier 3 interventions. The Leveled Literacy Intervention (LLI) program was expanded.

Positive Culture and Environment

Safe and Supportive Environment

Family and Community Engagement

Lakewood implemented and tightened the school-wide behavior system and reduced the number of student referrals to the administration by effectively improving processes and teaching capacity, and by utilizing a newly acquired Behavior Coach. The school witnessed a significant decrease in the number and reoccurrence of discipline referrals.

Table 2. *Lakewood Elementary / Discipline Trends*

PCS / Quarter 1 Data Trends / 3 Years	Referrals			Number of Students		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
Lakewood Elem School	19	25	110	12	18	58

District Strengths in Positive Culture and Environment

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Pinellas County Schools facilitates the development and preservation of learning conditions that are most conducive to student learning. Supplemental instructional and student services resources are strategically allocated to remove barriers and provide differentiated supports, based on students' needs. PCS advocates authentic engagement of families and the community as allies in educating all students. We recognize that our family, business, and community partners possess unique experiences, perspectives, and funds of knowledge that are essential to improving learning outcomes for all students and closing achievement gaps. Some existing strategies and supports are:

- School teams receive training and ongoing support for effective implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Support (MTSS).
- School teams receive training and support for implementation of restorative practices, as well as guidance for analysis of discipline disparities and action planning.
- Supplemental instructional and student services personnel (paraprofessionals, psychologists, and social workers) are assigned to our TOP 2 schools (which includes Lakewood) to provide a network of supports to meet academic and social-emotional needs of students.
- Extended learning programs are provided to ensure students receive timely, effective intervention and enrichment during the school year and to mitigate learning loss during the summer.
- The Dual Capacity-Building Framework for Family-School Partnerships (SEDL, 2013), based on the work of Dr. Karen Mapp of Harvard University, provides a research and evidence-based foundation for family and community engagement.
- Workshops with an explicit link to learning are offered for families throughout the school year, and surveys are administered to inform continuous improvement of offerings.
- The Superintendent facilitates multiple family and community forums throughout the district. Written feedback received during these transparent and collaborative sessions is utilized to identify and implement relevant strategies and supports, particularly those that will lead to closing of achievement gaps.

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

Next Steps

Areas for Improvement

The following Transformational Leadership, Standards-Based Instruction and Learning, and Positive Culture and Environment strategies are areas of focus for improvement at Lakewood Elementary School for the 2019-20 school year.

Transformational Leadership

Effective Leadership

Lakewood Elementary has redesigned all groups, teams and committees to create an aligned and inclusive communication and decision-making structure. Instructional changes were made to align staff to deficient FSA scores so that resources were in alignment to the students' needs.

This is a coordinated effort between the School Based Leadership Team (SBLT) and Leadership Team. Both meet weekly and use the problem-solving mode to address instructional and operational needs of the school. School-wide data is disaggregated and then analyzed to identify positive and/or negatives trends, barriers or causes for success.

Standards-based Instruction and Learning (for student and adult learners)

Public and Collaborative Teaching

Ambitious Instruction and Learning

Lakewood Elementary School recognized growth in all areas of student achievement except for mathematics proficiency. Recognizing that the prior year data showed a higher percentage of deficiency in reading, an emphasis was placed on professional development for ELA core and ELA intervention. The majority of the 2018-19 Lakewood teachers were new to Pinellas, the school, and the curriculum. In the summer of 2018, Lakewood had thirteen teachers transfer, whereas they only had five transfer in the summer of 2019.

District data shows a significant increase in student learning gains when teacher quality increases, as measured by VAM scores. PCS is committed to increasing teacher quality for Lakewood Elementary. Each year the percentage of effective or higher teachers has increased, with this 2019 school year showing the highest percentage of effective teachers with VAM scores (83%) and for the first time a percentage of highly effective teachers with VAM scores (17%). Also for the first time, Lakewood does not have any VAM score teachers in need of improvement or unsatisfactory.

Math achievement showed the greatest decline from the prior year. During the year, Lakewood's embedded Math coach left the school. While other academic coaches and the leadership team stepped up to support teacher planning and lesson implementation, there were limited resources available to support the

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

volume of new teachers for pacing, standards mastery, and instructional strategy to support the core mathematical needs of the teachers ultimately impacting student proficiency.

Math achievement had the greatest gap when compared to the state average. Scholars in the L25 subgroup showed growth as did scholars making gains; however, the number of scholars scoring at proficiency lagged drastically behind the state and some who scored proficient the year prior, decreased.

Math Lowest 25% showed the most improvement. Recognizing that learning gains for the L25 was critical, Lakewood identified an interventionist who monitored and supported the L25 students both during intervention and during core instruction. The students were monitored closely in mathematics intervention using iReady and the data was reviewed to determine next steps for Toolbox lessons and standards lessons with fidelity and efficiency.

Early Warning System data identified two potential areas of concern, attendance below 90% and course failures in ELA and Math.

Highest priorities for the 19-20 SY:

1. Increase Math proficiency
2. Increase ELA proficiency
3. Increase student attendance
4. Increase Science proficiency
5. Increase Math Learning Gains

The five percent decline in math proficiency was entirely due to on grade-level students declining to either a Level 1 or Level 2. Core instruction was not sufficiently rigorous to ensure grade-level students continued to maintain their proficiency and increase their scale scores.

The following Standards-based Instruction and Learning strategies are being implemented during the 2019-20 school year to ensure student achievement will continue to improve, especially in mathematics:

- Implementation of a standards-based, rigorous core curriculum in mathematics.
- Creation of an accelerated mathematics section for each tested grade level.
- Explicit instruction related to mathematics fluency to address foundational gaps.
- Include 45-60 minutes weekly computer-based adaptive math intervention.
- Schedule coordinated pull-out interventions on grade-level standards for lowest quartile.
- Continue to implement bi-weekly PLCs by grade level focused on target/task alignment and academic teaming.
- Provide weekly feedback for teachers through the LSI Growth Tracker®.

A Focus on Teaching and Learning Collaboration

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Engagement is a critical element of the learning process. In traditional learning environments it is possible to attain engagement in isolation or as an independent learner. However, in a setting of school turnaround it is critical to incorporate collaboration as a driving force for engagement in the areas of instructional planning, student learning through teaming, and across the many departments that service the varying needs of our student population. When teachers are prepared for guided instructional planning PLC's and share the thinking necessary for developing rigorous/engaging lessons, the level of learning increases. When students engage in team talk and collaboration through discussion of rigorous, standards-based tasks, learning increases. When student services, the admin team, teachers and families collaborate to identify and support the individual needs of students, learning increases. As the strength of collaboration grows, engagement and learning also increase.

Measureable outcome the school plans to achieve: As measured by the 2019-2020 FSA and SSA assessments: Proficiency in Science will increase 7% (from 27% to 34%). Proficiency in English Language Arts will increase 7% (from 20% to 27%). Learning Gains for ELA will increase 7% (from 36% to 43%). Proficiency in Mathematics will increase 7% (from 17% to 24%). Learning Gains in Math will increase 7% (from 31% to 38%). The overall ESSA percentage will increase 11% (from 30%-41%) through a combined improvement in the 4 deficient ESSA subgroups (Students with Disabilities (34%), Black (27%), Hispanic (35%), and Economically Disadvantaged (28%)). To support the increase in student performance on the state assessments: Attendance will improve by 2% (from 93% to 95%) as measured by the Average Daily Attendance report from FOCUS.

Evidence-based Strategy: Implementation of Learning Sciences International's Ignite Series' professional development and Academic Teaming Technique training. Ongoing monitoring of classroom instruction with actionable feedback ensures instructional implementation with fidelity of strategies and core curriculum.

Academic Action Steps

1. Provide professional development on Academic Teaming and Learning Target & Success Criteria implementation during pre-school and periodically throughout the year on PD days. Additionally, provide content professional development for ELA Modules, Ready Math, and the Core Science curriculum.
2. Utilize Science, Math, and ELA coaches to provide targeted feedback and coaching in all three core content areas as well as provide pedagogy for grades K-5. Lead ongoing coaching for improvement through weekly LSI Coaching for Implementation (C4I) protocols.
3. Utilize strategic resources to supplement the core in all three content areas:
 - a. MakerSpace cart and associated materials for implementation of STEM enrichment opportunities.
 - b. Adopt and implement Reading Recovery for 1st grade.
 - c. Implement enrichment math classes (3-5) and build math teams to engage in school and district competitions (4-5).
 - d. Develop and implement a mathematics incentive program for K-5 to encourage number sense and fact fluency.

Turnaround Option Plan—Step 1 (TOP-1)
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- e. Incorporate and monitor the use of 8 mathematical practices into guided planning and as a look for during walk-throughs.
4. Principals, coaches, and lead teachers will coach all teachers in implementing the Technique Tools from LSI's IGNITE professional learning series.
5. Teachers, coaches, and administrators will utilize various assessment data (MAP, iReady, ISPIRE, Khan Academy) along with ongoing data from LSI's standards tracker to group students, deliver interventions, and plan rigorous lessons that are differentiated to meet student needs and monitor student improvement in the 4 ESSA subgroups.
6. Purchase materials and supplies for whole- and small-group implementation of core curriculum and interventions.

Attendance Action Steps

1. Improve the accuracy of reporting tardies, absences, and early sign-outs through training and use of an attendance monitor.
2. Create and implement an incentive system to celebrate students with a 98% or above attendance rate and those who have improved their attendance rate by 20% or more.
3. Meet with CST and administration team weekly for the first month of school and twice a month for the remaining school year to monitor data.
4. Incorporate the Dojo attendance tool to monitor student attendance data, notify parents weekly, and celebrate classes with 98% or more attendance rates.
5. Communicate with parents to determine barriers and connect students and families with appropriate services and community resources.

Positive Culture and Environment

Safe and Supportive Environment

Family and Community Engagement

Address Social and Emotional Needs of Students and Staff.

After reviewing school data, key indicators were identified directly correlated to the social and emotional needs of students and staff. A little over fifteen percent of the student population is identified as homeless or in foster care. Over 30 Crisis Prevention Intervention reports from school staff occurred in the 2018-19 school year. All students receive free/reduced lunch services. Over 5,000 reported crimes occurred during the year within a 3-mile radius of the school. Over 2% of students enter school with documented mental health services involvement. Seventeen percent of students on average are absent daily, which reflect the environmental factors students experience resulting in the lowest attendance rate in the district. To address these Adverse Childhood Experiences (ACEs), Lakewood Elementary recognizes the need to meet their students' unique needs through a Trauma Responsive School Initiative by equipping students and

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

teachers with tools to monitor and self-regulate behavior and academic progress, thus supporting a climate of continuous learning.

Measureable outcome the school plans to achieve: Reduce the percentage of students at risk for Tier 2 & Tier 3 supports/ interventions by 10% as measured by intervention data and Focus reports including Progress Monitoring Plans.

Evidence-based Strategy: Implement a robust Multi-Tiered System of Supports that includes data-based problem solving, data evaluation, building capacity/infrastructure for implementation, leadership development, and clear communication/ collaboration of a three-tiered instructional intervention model. This system of supports encompasses academics, behavior, and trauma informed care.

Action Steps:

1. With fidelity, the MTSS team will meet weekly to define and monitor the data collection processes, student progress towards academic and behavioral goals, track and modify intervention implementation, and create action steps for subsequent meetings.
2. Design a system for academic and behavior data collection and analysis for Tier 2.
3. Present and garner faculty support and buy-in through intensive training and collaboration.
4. Utilize an action board to track and monitor progress on all students in the intervention process.
5. Establish and communicate the procedures for the implementation of a Functional Behavior Analysis and/or Problem Solving Worksheet for Tier 3 students.
6. Trauma Informed Care training will be provided to and required of all staff during pre-school activities.
7. Provide quarterly professional development opportunities throughout the school year.

Continue developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff.

- a. Appoint a Wellness Champion on the school staff.
- b. Engage in ongoing wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition by becoming eligible in 5 out of 6 Assessment Modules.
- c. Encourage involvement in wellness efforts via Aetna's Virgin Pulse App and various wellness programs.

Ensure the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Partnership between Head Start and Lakewood Elementary School, allows Pre-K students to participate in an orientation in the spring, open house, and early registration in January. VPK teachers collaborate with Lakewood Elementary Kindergarten teachers to ensure a smooth transition.

In the spring next-year grade level teachers will visit their incoming student classrooms to greet students and discuss exciting field trips and units that the students will be part of during the next school year. Additionally, all teachers will provide a "just right" level book for each student (determined by running record scores) to the next-grade level teachers to be presented to students on the first day of the next school year. This will provide students with a positive start to the new year and a familiar book to begin the year. Additionally, it will reduce the potential for prolonged regression of reading progress.

The school will increase partnerships with mentoring programs through local churches, JWB, Big Brothers Big Sisters, and the Urban League to increase support for students throughout the school year.

The school will be piloting Trauma Informed Care professional development school wide to teach and implement strategies that will support the needs of students in high-poverty environments that often lead to an increase in exposure to traumatic life events that can impact student learning.

Continue to build partnerships with families and community organizations.

- a. Increase awareness of school needs via the website, church and community bulletins, the marquee, and the school newsletter.
- b. Increase parent engagement events to 1 every 9 weeks.
- c. Encourage strategic and effective networking with Title 1, community liaison, and community organizations that provide mentoring, financial assistance, and volunteering.
- d. Provide wraparound resources to parents at Open House and throughout the year via the student services team.

The school will provide a wrap-around services expo at the open house event to showcase the various organizations available in the community to support family needs. The school will host ongoing tours for local agencies and community organizations that will showcase the efforts in place to support student social/emotional and academic growth as well as discuss various barriers and needs that could be addressed through their invaluable partnerships that provide man-power and financial support for the school community. The school will be piloting Trauma Informed Care professional development school wide to teach and implement strategies that will support the needs of students in high-poverty environments that often lead to an increase in exposure to traumatic life events that can impact student learning.

Continue to build partnerships with families and community organizations.

- e. Increase awareness of school needs via the website, church and community bulletins, the marquee, and the school newsletter.
- f. Increase parent engagement events to 1 every 9 weeks.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

- g. Encourage strategic and effective networking with Title 1, community liaison, and community organizations that provide mentoring, financial assistance, and volunteering.
- h. Provide wraparound resources to parents at Open House and throughout the year via the student services team.

The school will provide a wrap-around services expo at the open house event to showcase the various organizations available in the community to support family needs. The school will host ongoing tours for local agencies and community organizations that will showcase the efforts in place to support student social/emotional and academic growth as well as discuss various barriers and needs that could be addressed through their invaluable partnerships that provide man-power and financial support for the school community.

Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

- Closure (RC):** Reassign students to another school and monitor the progress of each reassigned student.
- Charter (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.
- External Operator (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

Selected Turnaround Option Plan Rationale

In the box below, describe the district's efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

Please see pages 2-25

The Pinellas County Community Assessment Team selected Charter if their Request for Extension is not granted. The team collectively agreed that this option provides Lakewood Elementary families the option to apply for admission to the charter school in their neighborhood or transfer to a surrounding district managed school. The district will contract with a charter school governing board with a record of effectiveness to operate a school with a similar population.

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Closure (RC)

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel who are rated as Unsatisfactory or Needs Improvement based upon both the three-year aggregated state VAM ratings, if applicable, and the district evaluation system.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida’s Standards, the type of intervention provided to students to address deficiencies (if applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

- The district shall ensure, for the upcoming school year, that instructional personnel rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not reassigned to other School Improvement (SI) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned at other SI schools within the district.
- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not assigned to:
 1. A high school or middle school student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year.

Charter (CH)

Assurance 1: Close and Reopen School

- The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Assurance 3: Selecting a Successful Organization

The district shall select a charter organization that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Instructional Staff

The district shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Assurance 1: Selecting a Successful EO

The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 2: Selecting Leadership

The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

Assurance 3: Selecting Instructional Staff

The district and the EO shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

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

Assurance 4: Contracting with the EO

The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:

1. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a "C" grade within two years and that ties payment to such improvement;

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2. The district's authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional development;
4. EO's record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and
6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

Timelines

This timeline applies if the district selects RC.

- For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.
- For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

This timeline applies if the district selects either CH or EO.

- For Cycle 1, the district acknowledges that the plan (TOP-2) and the CH or EO contract is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed CH or EO contract are due to the Department by January 31 and the district school board approved CH or EO contract is due to the Department by May 1.

Request for Extension of Turnaround Plan, Criteria and Due Date

The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a "C" or higher by the end of following school year.

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S;
3. The request demonstrates that the SI school has no Unsatisfactory rated instructional personnel and the percentage of Needs Improvement instructional personnel must be at or below the district VAM average where the district has more than five schools, or the state VAM average where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in (15)(a)4.

5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

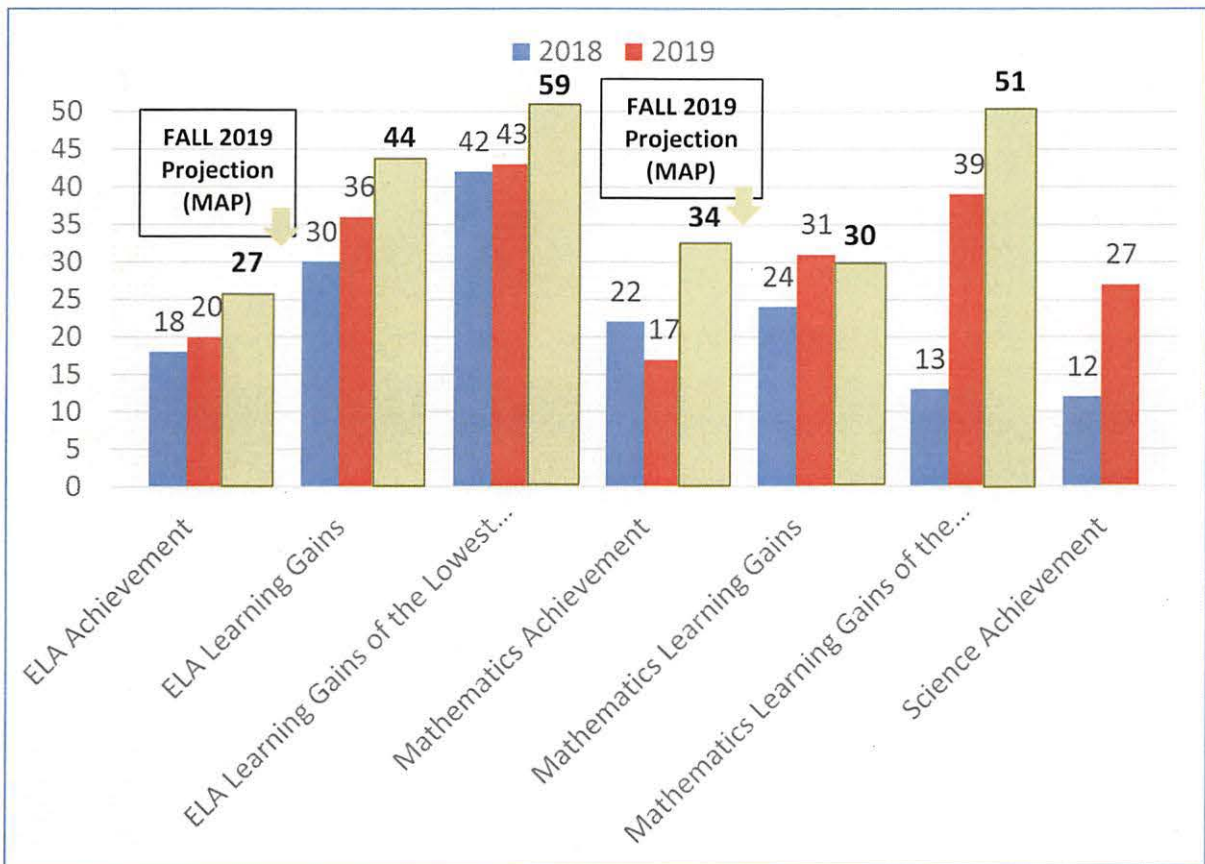
In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

Evidence that the five conditions were met:

Condition 1: Request for extension submitted on November 1, 2019

Condition 2: Lakewood has seen a strong uptrend in school grade points, gaining 52 total points from its 2018 school grade to its 2019 grade. That trend has remained strong as of the first quarter of 2019-20. The fall results from the NWEA MAP assessment show Lakewood increasing its ELA proficiency again this year and nearly doubling its math proficiency if estimates hold true (see chart below). The chart also shows that Lakewood improved in nearly every school grade cell (6 out of 7) in 2018-19. The improvements were especially notable in learning gains among all students and students within the bottom quartile (L25). Science achievement also saw substantive improvement, which more than doubled from the previous year.

Chart 2. Lakewood School Grade Cells / With Fall MAP Projections for 19-20



**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

Table 2. Lakewood NWEA MAP projections / Year-over-Year Comparison

MAP / ELA / Fall 2019-20 / Projected Proficiency	
19-20 FALL MAP ELA Proj 3+	18-19 FALL MAP ELA Proj 3+
27%	12%
+15 increase from fall of 2018	

MAP / MATH / Fall 2019-20 / Projected Proficiency	
19-20 FALL MAP Math Proj 3+%	18-19 FALL MAP Math Proj 3+
34%	20%
+14 increase from fall of 2018	

The recent MAP results from the Fall testing show that year-over-year trends for students in tested grades (3-5) are promising (see table above). In 2019-20, the school is already trending well ahead of where it was last year.

Additionally, a review of foundational reading data from last year shows that students in the earliest grades are also improving. This provides an encouraging trajectory for Lakewood students in 2019-20 and beyond (*Source: iSPIRE*).

- Kindergarten: 82% on grade level at end of 2018-19.
- Grade 1: 88% on grade level at end of 2018-19 (48% in the fall of 2018).
- Grade 2: 36% on grade level at end of 2018-19 (3% in the fall of 2018).

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

Condition 3: The chart below confirms that Lakewood Elementary has no Unsatisfactory rated Instructional Personnel and the percentage of Needs Improvement instructional personnel are below the district average. The district is committed to having only High Effective and Effective teachers at Lakewood.

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 (34)	1	5	0	0
School %	17%	83%	0%	0%
District %	10.6%	53.7%	17.5%	18.2%

Condition 4: The district commits to having no Needs Improvement or Unsatisfactory teachers at Lakewood. Though the state provides some allowance for NI teachers, Pinellas County Schools is unwilling to waver in support of this school and its students.

As per our processes, the district has been purposeful and deliberate in assuring that all teachers were observed adequately and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2019-20 school year. The district’s offices of Human Resources, Professional Development and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions. It should be noted that these data were combined with related observational and teacher growth data that the principal used in making decisions about retention.

The data provided were:

- All final evaluation ratings per teacher.
- All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal’s rating).
- All state VAM scores per teacher (as available).
- All district cycle/ interim assessment data per teacher (teacher versus school and district average).

The district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly effective teachers were rehired. In fact, our district has negotiated specific contract language that provides the principal with the right to “opt out” teachers who are not showing adequate skill to work in challenging school environments.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

The district has provided several related hiring advantages to Lakewood, including:

- An open transfer window to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal's support.
- Significant recruitment, retention and school performance bonuses.

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- **Teacher Contract:** Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
- **Human Resource Practices:** Change in transfer window / involuntary transfers not placed in DA schools.
- **Payroll / Differentiated Pay:** Recruitment / retention / school performance bonuses.
- **Discipline Policies:** Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

Condition 5: The district remains committed to the children and families of Lakewood Elementary School and will do everything in its authority to create a highly effective school and staff. As previously mentioned, the district remains a leader in bold, innovative solutions for school turnaround and is confident that additional time and supports at Lakewood will show dramatic results.

In keeping with a true tiered intervention model, the district is immediately implementing (2019-20) the following key actions above and beyond what is offered at any other district school.

- Additional site visits from Transformation Zone specialists, and on-site leadership coaching for the principal and her team from Chief Transformation Officer, Ms. Nikita Reed.
- An additional 20 staff units to provide the most intensive supports possible. This includes additional instructional coaches, a Reading Recovery teacher, two math intervention specialists, and four "teachers on deck" to ensure that no classroom goes uncovered.
- A robust Saturday school program designed to support students in ELA and Math, beginning in January 2020.
- A full-day, six-week Summer Bridge program, with transportation, that will include field experiences in support of academic enrichment and targeted lessons designed to reduce the summer slide in reading and mathematics.

Turnaround Option Plan—Step 1 (TOP-1)
3-Options

As the district plans for 2020-21 and beyond, several steps are planned before (and after) the school grades are released this summer. They include:

- A full review and re-evaluation of the contract and performance of the district external operator (LSI) to ensure that all conditions for success are present.
- A steadfast commitment to making Lakewood Elementary into a model turnaround school. The current school improvement design calls for an enhanced treatment from LSI to ensure school capacity to sustain growth in becoming a Model School for Rigor.
- A full review and re-evaluation of the current principal and leadership team, including the assistant principal and instructional coaches to ensure that only the highest quality leaders remain.
- A deep analysis of all student growth metrics, including learning gains, to ensure that only the highest quality teachers are in place at Lakewood. This review of teacher performance will be ongoing through the current school year, long before the state VAM data are released. Once released, the district remains committed to employing only highly effective and effective teachers at the school.

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 completion and submission of the TOP-1
Lori Matway, Associate Superintendent Student & Community Support Services
Contact information: email, phone number
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Date submitted to the Bureau of School Improvement
November 1, 2019
Superintendent Signature (or authorized representative)
