TOP-2

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

Orange County Public Schools
Catalina Elementary/0701

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
Catalina Elementary / 0701

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.

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

The methodology utilized to determine the needs of Catalina Elementary involved a thorough analysis of multiple data points over three years. Data points included: Florida Standards Assessment (FSA) data, i-Ready data, and Panorama stakeholder survey results. The principal, Community Assessment Team (CAT), the associate superintendent, the executive area directors, and senior administrators disaggregated these data points to identify points of strength and opportunities for growth.

The needs assessment considered two types of data: student academic outcomes and stakeholder perceptions.

STUDENT ACADEMIC OUTCOMES

Points of Strength	Opportunities for Growth
• Hispanic subgroup showed improvement in English Language Arts (ELA) and Science achievement categories when compared to 2020-21. • Progress of English Language Learners in Achieving English Language Proficiency improved for most subgroups when compared to 2020-21, with the greatest increase within the Hispanic subgroup.	• Increase growth for the lowest 25% • ELA learning gains, accelerating readers who are below grade level to make more than one year of progress each school year • Increase student proficiency in ELA, mathematics and science • Grade 4 ELA • Grade 5 ELA and science • Low-performing subgroups: Black/African American, Students with Disabilities, Economically Disadvantaged, and English Language Learners

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DATA AND ANALYSIS

Trends from school grades show a decrease across all components from 2018-19 to 2021-22 except for science achievement. The English Language Arts (ELA) components showed the biggest decline in this time period; mathematics also declined but not to the same extent. Learning gains for the lowest 25% of students in ELA declined by 19 points, the largest single drop in any of the components.

Assessment results show that this decline occurred across all grades and was especially pronounced in 2021-22 fifth graders. As a cohort, this group declined by 3 percentage points when compared to its ELA assessment results in grade 3, and it declined 3 percentage points when compared to the ELA assessment results from grade 5 students two years prior. Similarly, for mathematics, the 2021-22 fifth graders declined 30 percentage points as a three-year cohort and 8 percentage points compared to fifth graders from two years prior.

State assessment outcomes data for ELA shows a substantial challenge for grade 3 readers with over 50% of students in two of the past three years scoring in the range for Level 1. This suggests that student achievement challenges are systemic through early elementary grades (K-2) as well as in grades 3-5.

Subgroup data shows four low-performing subgroups (i.e., Black/African American, Students with Disabilities, Economically Disadvantaged, and English Language Learners). Prior year subgroup data shows one low-performing subgroup (i.e., Hispanic). The Hispanic subgroup made marginal improvement from the 2020-21 school year but this subgroup is still 9 points lower than its Federal Percent of Points Index in the 2018-19 school year. The data suggest that the challenges at Catalina are broad-based and will require systemic intervention in addition to targeted supports.

SCHOOL GRADE DATA

YEAR	ELA ACH	ELA LG	ELA LG-L25	MATH ACH	MATH LG	MATH LG-L25	SCI ACH	TOTAL PTS (%)	GRADE
2021-22	24	33	28	31	35	43	25	219	F
2020-21*	26	48	77	37	41	58	30	317	C*
2018-19	33	48	47	49	50	46	23	296	C

* Results from the 2020-21 school year were only provided on an opt-in basis. Catalina Elementary did not opt-in for a school grade, so the results shown from that year are not official accountability outcomes.

State Assessment Outcomes

Results in the tables below show the number of students scoring at or above a Level 3, the number of students tested, and the percent at or above a Level 3. In this view, trend data for grade levels is shown down each column and trend data for cohorts is shown by reading diagonally up and to the right.

ELA

Year	Grade 3 Level 3+ / Tested (% Level 3+)	Grade 4 Level 3+ / Tested (% Level 3+)	Grade 5 Level 3+ / Tested (% Level 3+)
2021-22	28 / 120 (23%)	18 / 89 (20%)	19 / 95 (20%)
2020-21	23 / 98 (23%)	23 / 103 (22%)	17 / 77 (22%)
2018-19	31 / 134 (23%)	50 / 117 (43%)	23 / 98 (23%)

ELA - Grade 3 Level 1

Year	Grade 3 Level 1 / Tested (% Level 1)
2021-22	67 / 120 (56%)
2020-21	49 / 98 (50%)
2018-19	60 / 134 (45%)

Mathematics

Year	Grade 3 Level 3+ / Tested (% Level 3+)	Grade 4 Level 3+ / Tested (% Level 3+)	Grade 5 Level 3+ / Tested (% Level 3+)
2021-22	33 / 118 (28%)	25 / 89 (28%)	24 / 94 (26%)
2020-21	34 / 101 (34%)	36 / 108 (33%)	23 / 78 (29%)
2018-19	74 / 132 (56%)	52 / 118 (44%)	34 / 99 (34%)

Science

Year	Grade 5 Level 3+ / Tested (% Level 3+)
2021-22	17 / 93 (18%)
2020-21	17 / 78 (22%)
2018-19	18 / 98 (18%)

Progress Monitoring (i-Ready) Data K-2

Year	Reading BOY	MOY	EOY	Mathematics BOY	MOY	EOY
2021-22	12	30	46	5	24	40
2020-21	24	34	43	19	26	44
2019-20	13	32	*	13	30	*

2019-20 EOY testing was canceled due to COVID-19.

Progress Monitoring (i-Ready) Data 3-5

Year	Reading BOY	MOY	EOY	Mathematics BOY	MOY	EOY
2021-22	11	18	23	3	10	25
2020-21	14	15	18	3	9	20
2019-20	10	25	*	9	23	*

2019-20 EOY testing was canceled due to COVID-19.

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ESSA Outcomes

YEAR	FEDERAL INDEX	ESSA CATEGORY	SUBGROUPS BELOW 41%
2021-22	35	CS&I	Black, Students with Disabilities, Economically Disadvantaged, English Language Learners
2020-21*	46	--	Hispanic
2018-19	45	TS&I	Students with Disabilities

* 2020-21 results were exempt from Federal accountability and no ESSA categories were assigned based on this data.

ESSA Subgroup Data
Note: Blank cells are used when cell size of at least 10 students was not met.

2021-22

SUB-GROUP	ELA ACH	ELA LG	ELA LG L25	MATH ACH	MATH LG	MATH LG L25	SCI ACH	ELL PROG	FEDERAL INDEX
SWD	15	18	22	21	30	39	21	30	25
ELL	18	28	29	31	37	47	21	57	34
BLK	23	29	28	28	31	39	23	47	31
HSP	28	44		41	42		29	70	42
FRL	21	33	32	29	32	38	22	57	33

2020-21

SUB-GROUP	ELA ACH	ELA LG	ELA LG L25	MATH ACH	MATH LG	MATH LG L25	SCI ACH	ELL PROG	FEDERAL INDEX
SWD	25	55	90	27	43	55	44	43	48
ELL	21	54	73	37	56		14	48	43
BLK	28	49	74	36	35	56	35	47	45
HSP	22	50		44	60		13	49	40
FRL	25	45	72	37	44	65	32	51	46

2018-19

SUB-GROUP	ELA ACH	ELA LG	ELA LG L25	MATH ACH	MATH LG	MATH LG L25	SCI ACH	ELL PROG	FEDERAL INDEX
SWD	25	30	28	30	41	28	11	40	29
ELL	27	46	53	46	59	71	13	64	47
BLK	30	44	41	49	48	35	23	71	43
HSP	35	54	62	49	54	77	19	57	51
FRL	30	45	46	47	48	43	18	65	43

STAKEHOLDER PERCEPTIONS

Points of Strength	Opportunities for Growth
• Teacher professional learning about SEL is higher than that of the district	• School Safety - Student and Family stakeholder perceptions • School Climate - Student and Teacher stakeholder perceptions

DATA AND ANALYSIS

The district administers stakeholder surveys on an annual basis to multiple groups, including students, families, and teachers. All surveys are administered online during the winter/early spring. Students complete the surveys in the classroom. Leaders throughout the organization review the results and the school leadership team uses the information to better understand the needs of each group.

Our district participation rate targets are 20% for families, 40% for students, and 60% for teachers/staff. In both years, Catalina exceeded these targets. Most recently in 2021-22, completion rates for each group were:
- 20.4% for families
- 67.3% for students
- 76.0% for staff and teachers

Survey topics differ by stakeholder group. Results are reported as percent favorable. On a five-point Likert scale, scores of 4 and 5 are considered positive. On a seven-point Likert scale, scores of 5, 6, and 7 are considered positive.

Student Survey

Topic	2021-22			2020-21			Year-over-Year Change
	School	District	Difference	School	District	Difference	School
Rigorous Expectations	74	78	-4	75	81	-6	-1
Teacher-Student Relationships	68	74	-6	75	82	-7	-7
Self-Management	56	69	-13	57	69	-12	-1
Sense of Belonging	61	67	-6	61	71	-10	0
School Climate	55	62	-7	61	72	-11	-6
Social Awareness	55	64	-9	58	70	-12	-3
School Safety	40	62	-22	42	64	-22	-2

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Teacher Survey

Topic	2021-22			2020-21			Year-over-Year Change
	School	District	Difference	School	District	Difference	School
Teacher Self-Reflection	75	76	-1	84	78	6	-9
Teaching Efficacy	68	74	-6	76	76	0	-8
Belonging	62	64	-2	70	58	12	-8
Feedback and Coaching	63	50	13	86	54	32	-23
School Leadership	61	54	7	90	58	32	-29
Professional Learning about SEL	65	45	20	72	49	23	-7
School Climate	49	49	0	72	58	14	-23
Resources	32	40	-8	46	46	0	-14

Family Survey

Topic	2021-22			2020-21			Year-over-Year Change
	School	District	Difference	School	District	Difference	School
School Climate	72	73	-1	80	76	4	-8
Barriers to Engagement	80	81	-1	89	84	5	-9
School Fit	68	69	-1	78	70	8	-10
School Safety	64	72	-8	81	79	2	-17

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

Catalina Elementary teachers and leadership team and district support meet weekly in Professional Learning Communities (PLC) to model and deliver the Benchmarks for Excellent Student Thinking (B.E.S.T.), analyze formative and summative assessments, and discuss pedagogical practices to improve student achievement. During these meetings, teachers can share ideas in a safe learning environment.

During the 2022-23 school year, teachers will continue to meet in PLCs, not only to deepen their understanding of the benchmarks but also to model instructional delivery and provide each other with quality feedback. Teachers will participate in monthly Professional Development (PD) focused on instructional and task-aligned benchmarks. Teachers and support staff will use small learning groups to accommodate the ESSA subgroups, promote in-depth academic interactions, and teach students to work collaboratively. Teachers will have the opportunity to participate in peer observations in model classroom visits to enhance professional practices.

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

Delivery of standard-based instruction, differentiated professional development, alignment of grade level student tasks, and student academic and monitoring outcomes were areas of concern that needed improvement at Catalina Elementary. The grade-level teams will participate in weekly common planning facilitated by school-based instructional coaches and School Transformation Office (STO) leadership teams to deepen teachers' understanding of the B.E.S.T. standards. In addition, the following academic strategies will be implemented:

Academic Strategies

ELA:
1. The ELA instructional coach and senior administrator will model, support, and monitor the implementation of the B.E.S.T standards.
2. Students will receive an extra hour of reading instruction daily to build fluency, vocabulary, and reading comprehension strategies.
3. 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.
4. The school-based administrator and district support will tier the teachers and implement the coaching cycle based on progress monitoring data and instructional trends. The administrative team will create a monitoring schedule to provide feedback regarding the effective implementation of the benchmarks-based instruction.
5. Teachers will be provided with 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.
6. Tier 1 Instructional staff will provide targeted-support services for the ESSA subgroups during core content instruction.
7. Teachers will utilize 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.

Mathematics:
1. The mathematics instructional coach and senior administrator will design a common planning framework that focuses on disaggregating data, benchmarks-based instruction, and engaging instructional delivery. Both the mathematics instructional coach and senior administrator will model the use of manipulatives and scaffolding techniques to increase students' understanding of mathematical concepts.
2. Teachers will be provided extended professional development opportunities to deepen their understanding of the benchmarks, plan lessons utilizing engagement strategies, and analyze data to drive instructional decisions.
3. Students will receive intensive mathematics intervention based on data collected after each common assessment.

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4. Tier 1 Instructional staff will provide targeted-support services for the ESSA subgroups during core content instruction.

Science:

1. During common planning, the senior administrator will model and provide content and instructional support for classroom teachers.
2. Teachers will receive extended opportunities to plan lessons utilizing engagement strategies and analyze/compare science and ELA data to drive instructional decisions.
3. Science professional development will be provided for 5th grade teachers to ensure they have the background knowledge to teach lessons and conduct labs.

1. Transformational Leadership

A school transformational leader identifies the academic areas, school conditions, and instructional practices that need improvement. School leaders review data about teachers' strengths and weaknesses that affect instruction and school culture. In order to transform a school campus, the principal must be able to analyze data personally, so they really know what needs to change for students, teachers, and parents to achieve greater success.

Principal Harrelson was selected due to her strong school turnaround and Title I leadership experience at schools with similar demographics. Ms. Harrelson's proven record of success in turnaround schools is evident when she was the principal of Rosemont Elementary and implemented multiple strategies that brought the school grade from a D to an A.

Assistant Principal Oscar Sanchez' proven turnaround experience is evident in multiple school settings: (1) Sadler Elementary school grade moved from a D to a B in 2005; (2) Richmond Heights Elementary school grade moved from an F to an A in 2006; and (3) Lockhart Middle school grade moved from a D to a B in 2014.

Additionally, the school has partnered with the School Transformation Office, which works in tandem with the school principal and school leadership team. The goal is to align and focus staff on instructional effectiveness and to improve six indicators of transformational leadership. The first indicator is Effective Leadership, which establishes a sharp vision for the school. Next is Aligned and Rigorous Curriculum, which is ensured using district-approved B.E.S.T. standards curriculum resource materials including lessons and assessments. Another indicator is Effective Instruction. This is achieved through the consistent use of appropriate monitoring via classroom walkthroughs and responding to walkthrough trends via coaching and targeted professional development. The fourth indicator is Formative and Informative Assessments. The school leadership team and the School Transformation Office work collaboratively with teachers to disaggregate and respond to student data. A fifth facet is Positive School Climate Focused on Student Achievement, where the principal is working with works with staff, leadership, and parents to accomplish academic goals. Finally, the principal works to achieve the sixth indicator of Transformational Leadership, which is Family and Community Engagement. The principal has hired a Parent Engagement Liaison (PEL) to help increase family and community involvement at the school.

Points of Strength: During the 2021-2022 school year, leadership meetings were held monthly, instructional trainings were provided, and i-Ready data were analyzed. Discipline data and trends were also discussed.

Opportunities for Growth: The newly appointed principal along with the school-based leadership team will increase classroom observations and provide teachers with timely, actionable feedback, build schoolwide systems to absorb and analyze instructional practices, and design a common planning framework to increase engaging instructional delivery.

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

The Florida K-12 Assessment System measures student achievement of Florida 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 from the Florida Standards Assessment (FSA), students scored significantly below grade level in the areas of ELA, mathematics, and science proficiency. The FSA data for the 2021-22 school year reflected that 76% of students scored below proficiency in ELA, 75% of students scored below proficiency in science and 69% of students scored below proficiency in mathematics. Equally important, learning gains were minimal in ELA and mathematics. The ELA learning gains were at 33% and 35% for mathematics learning gains.

The FSA 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 in the Benchmarks for Excellent Student Thinking (B.E.S.T) standards. Additionally, refining and monitoring the Multi-Tiered Systems of Support (MTSS) will help to identify students who need academic and behavior support. MTSS progress monitoring will focus on identifying students that can benefit from Tier 2 and Tier 3 instruction.

The school has a strict focus on benchmark and task-aligned instruction. Professional Learning Community (PLC) meetings happen three times per week to plan, discuss, and model upcoming lessons and to ensure all texts, curriculum, questioning, etc., are aligned to the learning benchmark. Weekly walkthroughs are conducted by school and district leadership to assess whether lessons are being taught to the rigor of the benchmark. Feedback is provided and follow-up is discussed in either PLCs, individually, or through the use of the coaching process. Student responses are examined to assess whether student tasks are aligned with the benchmarks of focus.

Points of Strength: During the 2021-22 school year, the teachers participated in weekly grade-level PLCs to discuss and review the upcoming standards for instruction.

Opportunities for Growth: Administrators need to increase teacher capacity to ensure students receive rigorous, benchmark-based instruction to increase proficiency and narrow the achievement gaps. Refining and monitoring the support provided to the instructional staff will include the implementation of the coaching cycle, differentiated professional development, and bi-weekly progress monitoring meetings. In addition, the

leadership and district support will capture data for all students to include a specific focus on proficiency and each subgroup while conducting classroom walkthroughs.

3. Positive Culture and Environment

The student Panorama survey percentage for school climate was 55%, which was a decline from 61% the previous year (2020-21). The school safety percentage also declined from 42% to 40%. Students were asked if they felt the school had a safe and supportive environment. Correspondingly, the family survey showed a decline in school climate from 80% to 72% and a drop in the school safety perception from 81% to 64%.

Catalina Elementary has increased wrap-around services by providing mental health counseling to students in addition to a school-based guidance counselor, a district school psychologist, and social worker. The goal of these services is to provide social-emotional support for students and improve student outcomes through a positive learning environment.

Points of Strength: During the 2021-22 school year, the discipline infractions for out-of-school suspensions declined during the month of May after a slight spike during the months of January to April. To increase and sustain constant academic achievement at Catalina Elementary, it will require a mindset shift from not only the faculty and staff but also the parents. The leadership team developed a plan designed to change the school culture to change the mindset to a shift of a high level of academic excellence. In addition, the district has provided a program coordinator to support the social and emotional well-being of students through mentorship.

Opportunities for Growth: Catalina Elementary School's primary focus is to strengthen the connection between parents and school to foster a more culturally responsive learning environment. In addition, the school has a full-time Parent Engagement Liaison (PEL) to support parents with services that will help strengthen their skillset and provide resources that are lacking. In addition, the district Parent Family Engagement program specialist will work with the school to develop a solid plan to increase parental involvement. As a result, the goal is to close gaps in discipline, attendance, and academics.

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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.

1. Accountable and Shared Leadership

The district-managed turnaround plan involves extensive investment in human and monetary resources to turn around low-performing schools and sustain those improvements with targeted support at 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 with the cognitive demands of each learner. The office consists of one associate superintendent, two executive area directors, 13 senior administrators, three program specialists, and 10 instructional coaches.

Currently, STO provides comprehensive support to ten schools in OCPS identified by the district and state as persistently low 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, STO and school-based coaches work daily with teachers to support student learning and build instructional capacity. STO and school-based leadership share responsibilities by providing professional development that expands and refines the understanding of effective instruction. To meet STO's purpose, coaches provide personalized support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of individual teachers. This process is modeled for the school-based coaches to ensure sustainable practices are implemented beyond this school year.

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,

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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 Panorama survey results, Florida Standards Assessment (FSA) data results, student discipline data, School Improvement Plan, Early Warning Indicators, local community group recommendations (including School Advisory Committee (SAC) and Parent Teacher Association (PTA), and Community Assessment Team (CAT).

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

All teachers will work with the school administration, the leadership team, and content area leads to ensure that a benchmark-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 timeframe 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.

Catalina Elementary teachers participate in monthly professional training that focuses on the B.E.S.T. standards, core content knowledge, and best practices in pedagogy in order to deliver schoolwide, rigorous instruction for students. Catalina Elementary will continue the utilization of i-Ready to provide prescriptive online instruction to students in ELA and mathematics. Teachers will analyze student profile results bi-weekly to determine students' strengths and opportunities for improvement. Additionally, teachers will use all data points to provide small group, differentiated instruction.

Progress Monitoring and Summative Assessment Data

The Florida Assessment of Student Thinking (FAST) Progress Monitoring and i-Ready Diagnostic assessments are administered three times a year in English Language Arts and mathematics. Students are administered common assessments at the end of each instructional unit identified by the assessment focus calendar. Teachers will provide remediation lessons for students and then provide reassessment 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 and executive area directors meet with the Catalina administrative team on a weekly basis 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 on progress monitoring data, the level of support will be adjusted for teachers within the coaching cycle.

3. Positive Culture and Environment

The OCPS 2025 Strategic Plan identified student social and emotional well-being as an important area of focus. OCPS developed a Social and Emotional Learning Overview course for teachers and administrators. This two-hour, self-paced course provides a foundational understanding of social and emotional learning and its importance and impact on climate and culture. The strategies and content of the course are applicable to all the instructional delivery models utilized in OCPS. Within the SEL overview, teachers were provided resources to conduct wellness check-ins with students during the first ten days of school and will continue throughout the year. These check-ins foster supportive relationships and introduce students to skills that will help them successfully adapt to change. Wellness check-ins were designed to be implemented in all instructional delivery models.

Mentors can have a meaningful impact on student academic achievement and improve their social integrity. OCPS provides mentorship opportunities to expose students to positive role models that can help them develop essential life habits to become productive citizens. Mentors also provide tools that will impact student academic achievement and improve their social integrity. All mentees will receive hands-on lessons and activities on our OCPS Framework in Connection, Character, Confidence, and Competence. The program moves beyond a problem-oriented focus to address protective and risk factors across family, peer, school, and community environments that affect the successful completion of positive development for college and career preparedness.

Catalina Elementary has a Parent Engagement Liaison (PEL) to create and support meaningful partnerships between families and the school to support student success. District program specialists are assigned as an additional layer to connect school and home to ensure positive relationships are developed within the community. PELs assist the schools in coordinating activities and opportunities for families. Additionally, PELs partner with instructional coaches at their schools to create videos, virtual parent workshops, and/or documents to support families and address learning loss. Additionally, they serve as a connector between families and community resources that meet the critical expansive needs of families (e.g., shelter, financial, phone service, food, and clothing). A full-time school counselor is assigned to the school and works collaboratively with the district social worker and psychologist to deliver social-emotional lessons and counseling support to students.

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Part B. [ASSURANCES FROM TOP-1 FORM]

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 evidence that shows instructional programs to be effective with high-poverty, at-risk students using ESSA's evidence-based levels and how these programs are different from the previous programs. The district shall demonstrate Florida's Standards alignment across grade levels to improve background knowledge in social studies, science, and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district 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 2: School Capacity-Leaders and Educators

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

Leaders

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

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ 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 the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed 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 School Improvement (SI) 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 SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

☒ The district shall ensure the instructional personnel 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 instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

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Explain the correlation between the Schoolwide 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.

Correlation between SIP and TOP-2:

The School Improvement Plan correlates with the Turnaround Plan in that the two SIP Areas of Focus are instructional practice specifically relating to B.E.S.T. standards-aligned instructions and ESSA outcomes for multiple groups. Both imply a strict focus on the learning standards and a school culture that holds student achievement as a high priority. These areas of focus in the SIP require a positive culture, accountability, and transformational leadership.

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

The school leadership team and the School Transformation Office regularly revisit and analyze data (e.g., walkthrough trends, student assessment data, etc.) to verify that the schoolwide interventions are working to focus instruction and that student tasks are aligned to the standards. In addition, district and school-based staff provide support to ensure interventions are differentiated and meet the needs of targeted subgroups.

The district and school personnel develop a shared vision to support the day-to-day operations and needs of the school. Also, 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.

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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, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

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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. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
6. 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.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. Describe the district leadership team and its role in implementing the DMT plan.

The district-based leadership team includes the Superintendent, Deputy Superintendent, Chief Academic Officer (CAO), and the Associate Superintendent for the School Transformation Office. The Superintendent sets the overall vision for the entire district for school improvement. More specifically, she appoints the Deputy Superintendent for OCPS and the Associate Superintendent of STO. The Chief Academic Office provides curriculum resource materials, professional development, and support. The governance structure of the School Transformation Office is supervised by the Associate Superintendent.

The Associate Superintendent supervises and evaluates the entire office. Executive Area Directors (EADs) report to the Associate Superintendent and help evaluate principals. Senior Administrators and the Program Specialist serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership.

School	Monday	Tuesday	Wednesday	Thursday	Friday
Catalina Elementary School	B. Jack - ELA Senior Admin	B. Jack - ELA Senior Admin	B. Jack - ELA Senior Admin	B. Jack - ELA Senior Admin	B. Jack - ELA Senior Admin
	G. Jones - ELA Instructional Coach	G. Jones - ELA Instructional Coach	G. Jones - ELA Instructional Coach	G. Jones - ELA Instructional Coach	G. Jones - ELA Instructional Coach
	H. Strange - Mathematics Senior Admin	H. Strange - Mathematics Senior Admin	H. Strange - Mathematics Senior Admin	H. Strange - Mathematics Senior Admin	H. Strange - Mathematics Senior Admin
	E. Diaz - Mathematics Program Specialist	E. Diaz - Mathematics Program Specialist	E. Diaz - Mathematics Program Specialist	E. Diaz - Mathematics Program Specialist	E. Diaz - Mathematics Program Specialist
	K. Holden - Science Senior Admin		K. Holden - Science Senior Admin		

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.**

The district has provided Catalina Elementary School with sufficient operating flexibility in the areas of staffing, support, scheduling, and budgeting to fully implement a comprehensive approach to improving student achievement outcomes. The school administrators have priority in hiring opportunities. A targeted bonus is given to the instructional staff members and school administrators who remain active employees for the entire school year. Priority is given to Catalina Elementary to ensure timely ordering and delivery of curriculum, resources materials, and technology. OCPS also allocates additional funding and support over and beyond the general budget by providing Tier I Interventionists and school-based teacher allocations. The district supports Catalina Elementary by extending the learning day to provide an extra hour of instruction and after-school tutoring to address the needs of students not making adequate progress.

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.**

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: (1) identifying and communicating the content considered essential for all students as opposed to the supplemental information; (2) ensuring that the essential content is taught during the designated timeframe based on the scope and sequence; (3) 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; and (4) ensuring that teachers address the essential content using highly effective and engaging instructional strategies while protecting instructional time, as well as collaboration time with PLCs.

Catalina Elementary School will continue the utilization of i-Ready to provide supplemental services and interventions to students in ELA and mathematics. 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 group, differentiated instruction.

Scope and sequences were created for all subjects and courses for the 2022-23 school year to support teachers and schools across the district. Also, Instructional Focus Calendars were created to identify priority and prerequisite standards. The calendars reflect comprehensive, Tier 1 instruction, and include direct links to benchmark-aligned resources that can be used during small group instruction, extra hour, and tutoring efforts. Professional development was provided to teachers and administrators to help them align instruction to the calendars and resources. Curriculum Resource Materials (CRMs) are educative curriculum resources designed to help collaborative teams prepare high-quality lessons for their students. CRMs were updated to identify digital tools for student engagement, including formative and summative assessments to quickly assess student learning gaps and initiate recovery strategies.

4. **Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).**

OCPS aligned professional development, collaboration with the State Regional Literacy Directors to develop curriculum resources, consultation of Florida Center for Reading Research, and an investment in core and supporting materials that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies.

- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - The structured literacy approach to foundational skills instruction through explicit instructional routines utilized with SIPPS is supported by strong evidence. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words(link to IES Guide for Foundational Reading). Routines include Intensive Multisensory Instruction, which provides enhancements to the basic SIPPS routines that can be used with students identified as having significant challenges in learning how to read.
- Daily Curriculum Resource Materials (CRMs) - The instructional practice that teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. This practice is evident daily in K-3 reading CRMs.

- AIM Pathways to Literacy - Offered for district and school-based administrators, coaches, and teachers. AIM focuses on the science of reading and provides resources for teachers to use in their classrooms to incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.
- Adoption of Research-Based State Approved B.E.S.T. aligned Core Materials.

5. **Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.**

- State Assessments
  - Florida's Assessment of Student Thinking (FAST)
    - Renaissance (STAR Early Literacy, STAR Reading, and STAR Mathematics) for grades VPK-2 English Language Arts and Mathematics; and
    - Cambium Assessment, Incorporated for grades 3-10 English Language Arts and 3-8 Mathematics
  - ACCESS for ELLs
  - Florida Standards Alternate Assessment (FSAA)
  - Statewide Science Assessment (SSA)
    - Grade 5
- District Assessments
  - Progress Monitoring Activities (PMA) for the following subjects
    - Science Grade 5
  - Common Final Exams (CFE) for all subjects not assessed with a state or national assessment such as FAST
- Standards-Based Unit Assessments (SBUA) are created by the Curriculum and Digital Learning department and are an optional resource for schools to use to progress monitor; they are aligned to B.E.S.T. and NGSSS (based on the course), as well as OCPS scope and sequence documents)and are part of the curriculum resource materials; these assessments are available through the Performance Matters assessment platform
- i-Ready is no longer required districtwide, but is required for the following:
  - School Transformation Office (STO) - All schools; BSI Tier 2 schools are under the STO umbrella
    - Beginning of Year (BOY) Diagnostic
    - Middle of Year (MOY) Diagnostic
    - End of Year (EOY) Diagnostic
  - Grade 3 - All Schools
    - All schools will have the ability to complete the Reading End-of-Year (EOY) Diagnostic Assessment [Previously known as EOY Diagnostic] to support Good Cause Promotion
  - Retained Grade 3 Students - All Schools
    - Grade 3 students who were retained for the 2021-22 SY, may take the Beginning-of-Year (BOY) Placement Assessment to meet Good Cause Promotion

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6. **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.**

- i-Ready
  - Though i-Ready is no longer utilized as a required assessment for all schools in the district, the i-Ready software program, including Teacher Toolbox, has been purchased for all K-8 students for reading and mathematics; this intervention resource can be used by teachers at all schools to meet the individual academic needs of students through:
    - Ensuring remedial and supplemental instructional resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan; and
    - Utilizing formative and summative assessments that are aligned to Florida's B.E.S.T. standards
  - In order to meet the aforementioned legislative requirements, all STO and CP Level 2 schools must participate in the following administrations:
    - i-Ready Reading: Students in grades K-8
    - i-Ready Mathematics: Students in grades K-8, excluding schools using Symphony Math
    - Beginning-of-Year (BOY) Placement Assessment [previously known as BOY Diagnostic]
    - Middle-of-Year (MOY) Skill Review Placement Assessment [previously known as MOY Diagnostic]

Based on the analysis of progress monitoring and summative assessment data, the school will implement the following changes:

- Targeted support in Tier I instruction
- Targeted and differentiated support during interventions and extended learning opportunities
- Professional development on ELA and Mathematics B.E.S.T. standards implementation
- Small group targeted instruction to meet student's needs

7. **Explain the district's allocation of support and resources and how they align to the specific needs of the school.**

In 2013-14, the School Transformation Office (STO) was established by Superintendent, Dr. 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 proven track record of

improving student achievement in Title I schools) who serve as executive area directors, 13 senior administrators, three program specialists, and 10 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 Catalina Elementary School. In the 2021-22 school year, the School Transformation Office (STO) supported seven elementary schools and two middle schools. One hundred percent of the schools resulted in a grade of a C or higher. In addition, three of the seven elementary schools increased their grade from the pre-pandemic 2018-19 school year which resulted in an increased letter grade from a C to a B. This resulted in an overall net of a 277-percentage point gain from the 2019 school year for the nine schools in the office. Through the support of STO, Phyllis Wheatley Elementary continued its momentum from school years 2019 to 2021 to 2022 by increasing grades of a D to a C to a B, respectively. The School Transformation Office is very strategic and intentional when working with targeted schools. The office has a demonstrated track record of improving student performance. One hundred percent of schools supported through this office have shown improvement as it relates to student learning.

8. **Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.**

- The Heggerty program is available in PreK-2 to provide students with systematic instruction in the foundational reading component of phonemic awareness. For students experiencing difficulties in the development of phonemic awareness, this program is available as a Tier 2 or Tier 3 intervention for students in grades 2-5.
- The Supplemental Reading Instructional allocation follows state statute with a focus on K-3 Reading.
- The district is providing additional professional development opportunities for teachers and coaches in partnership with the University of Central Florida in grades K-3.
- SIPPS instructional resources and professional development have been purchased for all elementary schools. These resources include Beginnings, Extension, Challenge, and Plus sets, as well as Hi-Lo readers.
- Reading Endorsement opportunities are prioritized for teachers of intensive reading interventions and grade 3.
- Teachers, coaches, and administrators receive the opportunity to complete online coursework through the AIM Institute focused on the science of reading and foundational skills in grades K-3.
- In support of daily instruction, reading assessment guides, foundational tasks, and a districtwide reading framework have been created to increase the consistency and fidelity of reading interventions.
- A hands-on multisensory PD series will continue to be offered to primary teachers. Attendees receive resources to support the implementation of these strategies with their students.
- Per state statute requirements, an online 40-hour course will be available for all teachers focused on phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text

comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

- Specific training opportunities are provided that focus on the integration of the B.E.S.T. foundational reading standards for elementary and secondary.
- Scholastic bookrooms are found within all elementary and K-8 schools to help provide additional resources for guided reading and small group instruction.
- OCPS hired additional tutors through the Read2Succeed program to support early literacy. These tutors will use the SIPPS curriculum to reinforce foundational reading skills to help close achievement gaps in grades K-3.
- Phonological and Print Awareness Scale (PPA) scale kits have been purchased for all elementary and K-8 schools to support the screening of incoming students.

9. **Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.**

Current district policies and practices support the implementation of policies and turnaround procedures that guide the school-based leadership team. In addition, the district provides direct support systems.

10. **Describe the system that the district will put in place to review and monitor the effectiveness of the support.**

The district will look to student achievement as the primary indicator of effective school support. In addition to the regularly scheduled checkpoints for monitoring progress (Progress Monitoring Data Reviews and Mid-year Reflection), the district will review relevant assessment data throughout the year. Specifically, we will examine student and aggregate data after:

- September: FAST PM1
- October: District Progress Monitoring Activity 1 (grade 5 science)
- December: FAST PM2
- January: District Progress Monitoring Activity 2 (grade 5 science)
- March: District Progress Monitoring Activity 3 (grade 5 science)

The district will conduct periodic data reviews and classroom observations in partnership with the Bureau of School Improvement (BSI) to support and improve student outcomes through strategic problem solving, capacity building, and the implementation of sustainable systems. These collaborations will also provide a venue for the principal to address potential concerns and adjust support systems as needed.

We will also have an opportunity later in the school year to review student, staff, and family perceptions through our annual Panorama stakeholder surveys, which will provide qualitative information to better understand the effectiveness of support.

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Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ 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 School Improvement (SI) 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 SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

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

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

☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

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

1. **Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.**

The principal has been replaced. Patty Harrelson has been appointed as the principal of Catalina Elementary since July 27, 2022. Patty Harrelson is an established school principal with a proven record of turnaround success along with accomplished sustainability. The district has chosen to place Ms. Harrelson at Catalina Elementary for the 2022-23 school year based on her ability to impact both cognitive and social-emotional student growth. In the best interest of the students, community, and staff, Orange County Public Schools (OCPS) requested approval from the Bureau of School Improvement (BSI) to appoint Patty Harrelson as principal at Catalina Elementary for the 2022-23 school year. The BSI team reviewed and approved the selection of Patty Harrelson.

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.**

Principal Harrelson was selected due to her strong school turnaround and Title I leadership experience at schools with similar demographics. Ms. Harrelson's proven record of success in turnaround schools is evident when she was the principal of Rosemont Elementary and implemented multiple strategies that brought the school grade from a D to an A.

Assistant Principal Oscar Sanchez' proven turnaround experience is evident in multiple school settings: (1) Sadler Elementary school grade moved from a D to a B in 2005; (2) Richmond Heights Elementary

school grade moved from an F to an A in 2006; and (3) Lockhart Middle school grade moved from a D to a B in 2014.

3. **Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.**

The school has replaced the Instructional Coach, the Reading Coach, and the Staffing Specialist. Leadership Team members demonstrate a proven track record of increasing student achievement. The School Staffing Specialist, Dr. Shawate Jones, has been in education for 20+ years. She has extensive experience teaching and providing services for students with autism and varying exceptionalities. She has helped students reach their academic and IEP goals, increase their communication skills, and reduce negative behaviors. Ms. Walter-Noe has been a counselor for 20+ years, all in Title I schools. During that time, she has improved students' social-emotional skills through guidance lessons, mentoring sessions, group/peer counseling, and one-on-one mental health advocacy and assistance. She works with the District Mental Health team to secure services for our students in need. The ELL and MTSS Specialist, Ines Cordero has been in education for 30 years, with the majority of those at Title I schools and at the Multilingual Services department in OCPS. The Mathematics/Science Coach, Amanda Kicklighter, has been teaching and coaching in Title I schools for 9 years. She has a proven track record of increasing mathematics scores, including a 12% increase in learning gains, a 4% increase in proficiency, and a 12% increase in the lowest 25% in mathematics this past year.

4. **Does the district offer incentives to attract and retain principals willing to lead a turnaround school?**

Principals at targeted schools will receive $30,000 for their first year. This is a recruitment and retention bonus.

5. **How does the district build the capacity of turnaround leaders?**

OCPS builds the capacity of turnaround leaders by providing ongoing support through the School Transformation Office. The School Transformation Office, in collaboration with the Corrective Program office, will be responsible for providing comprehensive supervision and customized support to the selected turnaround leaders identified by district and state criteria. Goals for each selected potential turnaround leader will be accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement, school management, and community partnerships. Targeted support provided by the School Transformation and Corrective Program offices focuses on building the leadership capacity of the potential turnaround leaders, and support that improves teacher performance as it has a direct impact on student achievement. To meet the purpose of the School Transformation Office, executive area directors, coaches, and senior administrators will provide personalized support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of the individual potential turnaround leaders. Specifically, the School Transformation Office executive area directors and senior administrators will provide targeted individualized coaching support in analyzing student assessment data and making instructional decisions based on student needs.

Other supports include job-embedded training, monitoring and support of a School Improvement Plan, implementing and monitoring multi-tiered systems of support, conducting instructional rounds with leadership team members, and creating a network of best practices.

As additional support to build capacity, OCPS executive leaders will select up to 15 turnaround principal coaches to mentor and coach potential turnaround principals. Through job-embedded training, potential turnaround principals will develop specific strategies to support their schools in the areas of instruction, organizational values, culture building, and relationship building. The goal of the executive coaching support is to prepare highly effective turnaround principals and assistant principals to lead our most challenging schools. This initiative is based on the research commissioned by the Wallace Foundation.

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?**

The district provides flexibility to the principal in the selection of school-based leadership 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?**

The official school grades will not be awarded by the Florida Department of Education (FDOE), as learning gains will not be included in this school year's grade calculation. 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 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 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

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?

The process for filling vacancies for content areas at Tier 2 schools is done in collaboration between Human Resources, school administrators, and district leadership teams.

The following strategies are in place to ensure vacancies are filled at Tier 2 schools with qualified staff.
* Early and priority hiring for Tier 2 schools (Human Resources)
* Targeted recruitment emails and phone calls for all district Highly Effective and Effective staff (Research, Accountability, and Grants; School Transformation Office; Human Resources)
* Targeted recruitment of eligible retirees (Human Resources and School Transformation Office)
* Priority for reassignment during recalculation and reappointment for eligible staff (Human Resources)
* Dedicated Human Resources staff to support the quick processing of transfers to Tier 2 schools (Human Resources)
* Priority selection for schools to participate at the OCPS Virtual Teacher Fair
* Priority hiring at internal and external recruitment events
* Contract language under Article IX.G.9 allows for transfers if needed.
* Targeted Schools receive a $3,000 Targeted Schools supplement and where possible, a Unified School Improvement Grant (UniSIG) bonus for eligible teachers in place by September 15th.

2. **How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?**

The district ensures students at Tier 2 schools are instructed by certified instructional personnel through the following strategies:
- Use of school coaches
- Temporary assignment of district resource teachers
- Use of qualified retirees or substitute teachers

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?**

- Principals at targeted schools will receive $30,000 for their first year; this is a recruitment and retention bonus
- Assistant principals at targeted schools receive a $3,000 bonus and a supplement of $1,772 for 26 paychecks
- Instructional personnel at a targeted school receive a $3,000 supplement paid over 22 paychecks; the targeted list of schools is based on prior year performance and school grades
  - Eligible teachers who work at schools that are on the Targeted School List (inclusive of the School Transformation Office schools, elementary and middle schools with a previous school grade of an F or three consecutive D's, and high schools with a previous grade of an F or one D) will receive a biweekly supplement
- Unified School Improvement Grant (UniSIG) Supplemental Teacher and Administrator Allocation
  - This is a state allocation. Eligible teachers and administrators can earn up to $15,000
- Instructional personnel at Title I schools receive $110
- The district is using ESSER funds to provide eligible staff with a retention incentive until the 2023-24 school year. The agreed amounts are illustrated below:

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- Classified; Instructional; School Psychologists

Classified Years only (OESPA Bands)						
			2021-22	2022-23	2023-24	Total
Bonus Amount	Band	Count of PERN	Sum of Retention Amount (Classified Only - OESPA Band)	Sum of Retention Amount (Classified Only - OESPA Band)	Sum of Retention Amount (Classified Only - OESPA Band)	Total (3 Years)
$0	<2	984	$0	$0	$0	$0
$250	2-4	1,595	$398,750	$398,750	$398,750	$1,196,250
$500	5-9	1,906	$953,000	$953,000	$953,000	$2,859,000
$1,000	10-14	843	$843,000	$843,000	$843,000	$2,529,000
$1,425	15-19	982	$1,399,350	$1,399,350	$1,399,350	$4,198,050
$1,900	20-24	806	$1,531,400	$1,531,400	$1,531,400	$4,594,200
$2,375	25-29	252	$598,500	$598,500	$598,500	$1,795,500
$2,850	30+	193	$550,050	$550,050	$550,050	$1,650,150
	Grand Total	7,561	$6,274,050	$6,274,050	$6,274,050	$18,822,150
	with FICA		$6,754,015	$6,754,015	$6,754,015	$20,262,044

Instructional Years Only						
			2021-22	2022-23	2023-24	Total
Supplement Amount	Band	Count of PERN	Sum of Retention Supplement - Instructional	Sum of Retention Supplement - Instructional	Sum of Retention Supplement - Instructional	Total (3 Years)
$0	<5	4,259	$0	$0	$0	$0
$500	5-9	3,382	$1,691,000	$1,691,000	$1,691,000	$5,073,000
$1,000	10-14	1,754	$1,754,000	$1,754,000	$1,754,000	$5,262,000
$1,500	15-19	2,192	$3,288,000	$3,288,000	$3,288,000	$9,864,000
$2,000	20-24	1,318	$2,636,000	$2,636,000	$2,636,000	$7,908,000
$2,500	25-29	731	$1,827,500	$1,827,500	$1,827,500	$5,482,500
$3,000	30+	422	$1,266,000	$1,266,000	$1,266,000	$3,798,000
	Grand Total	14,058	$12,462,500	$12,462,500	$12,462,500	$37,387,500
	with Benefits		$15,060,433	$15,060,433	$15,060,433	$45,181,298

School Psychologists District Experience						
			2021-22	2022-23	2023-24	Total
Supplement Amount	Band	Count of PERN	Sum of Retention Supplement - School Psychologists	Sum of Retention Supplement - School Psychologists	Sum of Retention Supplement - School Psychologists	Total (3 Years)
$0	<5	27	$0	$0	$0	$0
$500	5-9	26	$13,000	$13,000	$13,000	$39,000
$1,000	10-14	16	$16,000	$16,000	$16,000	$48,000
$1,500	15-19	24	$36,000	$36,000	$36,000	$108,000
$2,000	20-24	12	$24,000	$24,000	$24,000	$72,000
$2,500	25-29	5	$12,500	$12,500	$12,500	$37,500
$3,000	30+	4	$12,000	$12,000	$12,000	$36,000
	Grand Total	114	$113,500	$113,500	$113,500	$340,500
	with Benefits		$137,160	$137,160	$137,160	$411,481

- Administrative

Total Admin ALL OCPS Years						
			2021-22	2022-23	2023-24	Total
Supplement Amount	Band	Count of PERN	Retention Supplement (Admin Bands)	Retention Supplement (Admin Bands)	Retention Supplement (Admin Bands)	Total (3 years)
$0	0	28	$0	$0	$0	$0
$250	1-2	53	$13,250	$13,250	$13,250	$39,750
$500	3-4	79	$39,500	$39,500	$39,500	$118,500
$750	5-8	182	$136,500	$136,500	$136,500	$409,500
$1,000	9-11	122	$122,000	$122,000	$122,000	$366,000
$1,250	12-15	177	$221,250	$221,250	$221,250	$663,750
$1,500	16-19	238	$357,000	$357,000	$357,000	$1,071,000
$2,000	20-24	196	$392,000	$392,000	$392,000	$1,176,000
$2,500	25+	182	$455,000	$455,000	$455,000	$1,365,000
	Grand Total	1,257	$1,736,500	$1,736,500	$1,736,500	$5,209,500
	with Benefits		$2,098,491	$2,098,491	$2,098,491	$6,295,472

Total Food Service Managers ALL OCPS Years						
			2021-22	2022-23	2023-24	Total
Supplement Amount	Band	Count of PERN	Retention Amount (Total OCPS YRS)	Retention Amount (Total OCPS YRS)	Retention Amount (Total OCPS YRS)	Total (3 years)
$0	0	2	$0	$0	$0	$0
$250	1-2	8	$2,000	$2,000	$2,000	$6,000
$500	3-4	23	$11,500	$11,500	$11,500	$34,500
$750	5-8	30	$22,500	$22,500	$22,500	$67,500
$1,000	9-11	36	$36,000	$36,000	$36,000	$108,000
$1,250	12-15	47	$58,750	$58,750	$58,750	$176,250
$1,500	16-19	24	$36,000	$36,000	$36,000	$108,000
$2,000	20-24	16	$32,000	$32,000	$32,000	$96,000
$2,500	25+	11	$27,500	$27,500	$27,500	$82,500
	Grand Total	197	$226,250	$226,250	$226,250	$678,750
	with Benefits		$273,414	$273,414	$273,414	$820,242

- Orange County Classroom Teachers Association (CTA) agreement on compensation and contract language for the 2022-23 school year. The agreements include the following:
  - Based on 2021-22 evaluation ratings:
    - Teachers with a summative rating of "Effective" will receive an additional $1,800 salary increase

- o Teachers with a summative rating of "Highly Effective" will receive an additional $2,425 salary increase
  - ▪ The Advanced Degree supplement will increase:
    - o Master's Degree from $3,342 to $3,405
    - o Specialist Degree from $5,127 to $5,224
    - o Doctorate Degree from $6,760 to $6,888

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

The district uses the state Unified School Improvement Grant (UniSIG) Supplemental Teacher and Administrator Allocation
- This is a state allocation; eligible teachers and administrators can earn up to $15,000
- This is a state-funded incentive: 2022-23 Unified School Improvement Grant (UniSIG) Supplemental Teacher Allocation

To be eligible a teacher must:
- Have a 2022 3-year aggregate Math or English Language Arts (ELA) State Value Added Model (VAM) calculation that includes student data from 2018-19, 2020-21, and a 2021-22 school year VAM rating of Highly Effective or Effective; Algebra I teachers can use a one-year state VAM from 2022
- Have 10 assessments/observations within the state VAM
- Teach at a Title I school identified as CSI with a 2021-22 school grade of D or F as of September 15, 2022
- Up to $15,000 for a Highly Effective (HE) state VAM rating and up to $7,500 for an Effective (E) state VAM

Instructional personnel at a targeted school receive a $3,000 supplement paid over 22 paychecks. The targeted list of schools is based on prior year performance and school grades (This supplement is funded through Title I at eligible Title I schools)
- Eligible teachers who work at schools that are on the Targeted School List (inclusive of the School Transformation Office schools, elementary and middle schools with a previous school grade of an F or three consecutive D's, and high schools with a previous grade of an F or one D) will receive a biweekly supplement

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 SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

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

Orange County Public Schools has implemented the following strategies to recruit personnel with state VAM ratings of Highly Effective and Effective.

- Early and priority hiring for Tier 2 schools (Human Resources)

- Targeted recruitment emails and phone calls for all district Highly Effective and Effective staff (Research, Accountability, and Grants; School Transformation Office; Human Resources)

- Targeted recruitment of eligible retirees (Human Resources and School Transformation Office)

- Priority for reassignment during recalculation and reappointment for eligible staff (Human Resources)

- Dedicated Human Resources staff to support the quick processing of transfers to Tier 2 schools (Human Resources)

- Priority selection for schools to participate at the OCPS Virtual Teacher Fair

- Priority hiring at internal and external recruitment events

- Contract language under Article IX.G.9 allows for transfers if needed

- Targeted Schools receive a $3,000 Targeted Schools supplement and where possible, a Unified School Improvement Grant (UniSIG) bonus for eligible teachers in place by September 15th

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

Catalina as of 9/12/22 - A total of 3 personnel were reassigned due to state VAM ratings of Needs Improvement or Unsatisfactory since the release of the 2022 state VAM data in early August.

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

The district confirms that reassigned personnel were not assigned to SI schools.

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

As of September 27, Catalina has no vacancies.

The following strategies were implemented to recruit and fill vacancies with qualified personnel:
- Early and priority hiring for Tier 2 schools

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- Targeted recruitment emails and phone calls for all district Highly Effective and Effective staff throughout the months of August and September
- Communication to all district principals to encourage staff to take a vacancy at Tier 2 schools
- Targeted recruitment of eligible retirees
- Priority selection for schools to participate at the OCPS Virtual Teacher Fair

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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% as of 9.15.2022				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	3	14	1	0
School %	16.7	77.8	5.6	0
District %	11	67	13	9
State %	12	62	14	11

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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 TOP-2
Illatawie Showalter; Senior Director, Research, Accountability & Grants
Contact information: email, phone number
Illatawie.Showalter@ocps.net; (407) 317-3200 x 200-2624
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2022
Superintendent signature (or authorized representative)
Maria J. Vazquez

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