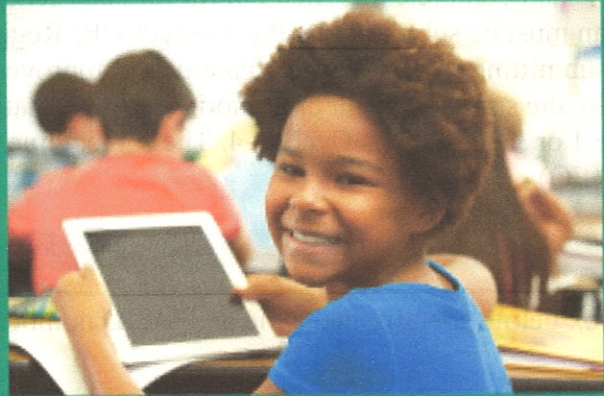




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan – Step 2(TOP-2) **External Operator/Outside Entity (EO)**

Alachua
Lake Forest Elementary

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective (date)

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Due: October 1 for Cycle 1 or January 31 for Cycle 2-4

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option External Operator/Outside Entity (EO). The district shall provide the Department with this plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting EO/Outside Entity. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1 if Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2 (EO).

School

In the box below, identify the name and MSID number of the school that will be supported through EO/Outside Entity.

School Name/ MSID Number
Lake Forest Elementary/ 0071

Implementation Plan

Part A. Summarize the EO/Outside Entity plan and describe how the needs assessment results from TOP-1 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 EO/Outside Entity has been addressed.

Part A.
Instructional Empowerment will complete a school comprehensive needs assessment (“Needs Assessment”) for Lake Forest Elementary. The Needs Assessment will include, at a minimum, review of school staff, leadership, staffing, instruction, curriculum, academic intervention systems, professional learning communities, data teams, common planning, instructional coaching, and the student assessment process. The needs assessment will also review all centralized District support to the school, students, staff, and community which includes but is not limited to areas such as budget, facilities, supplies, maintenance, food service, transportation, IT infrastructure and resources. This Needs Assessment will form the basis for the

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2024-25 School Plan, which will include a Staffing Plan. The Staffing Plan will then be implemented by Instructional Empowerment in coordination with the District.

The district in partnership Instructional Empowerment, will collaborate to strengthen the implementation of standards aligned instructional practices. This includes instructional practices aligned to the science of reading and evidence-based practices proven to be effective with ESSA subgroup populations. Instructional Empowerment will guide the school leadership and teachers in developing standards-based learning targets and success criteria, delivered through student-centered and authentic learning tasks built within the district's core curriculum and scope and sequence.

Instructional Empowerment will provide professional learning and support for Lake Forest leadership team and instructional staff, district coaches and administrators linking pedagogy to data informed decision making. Alachua School district will continue to provide professional learning opportunities as well to school leadership and instructors.

Training and coaching for school leaders and instructors that is based on research and evidenced based models that are proven to be effective in low performing schools will be provided and supported by the district and Instructional Empowerment. Instructional Empowerment will ensure the development of a professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

The results of the School Comprehensive Needs Assessment will be reviewed with the district. Working in collaboration with the school leadership team and district, Instructional Empowerment will implement operational and instructional systems that will create a culture of high expectations, high support, and mutual accountability as it develops masterful instructional leaders, expert teachers and self-regulated engaged students. Lake Forest is identified as a PBIS school and will continue with implementation of PBIS.

Part B.

All assurances outlined in the TOP-1 form for External Operator has been addressed: Selecting an external operator with a record of successfully turning around low performing schools with students of similar demographics; the instructional programs align to Florida's state academic standards and data will be provided to support intervention for students; an annual professional learning plan will be developed that provides ongoing tiered support to increase leadership and teacher quality; the principal and leadership team will have successful record in leading turnaround schools and the qualifications to support the population of Lake Forest elementary; the principal will be replaced upon entry into external operator entity, unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school; The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school; The district and the EO Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data; The district and the EO entity shall ensure that K-5 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential; The district and the EO entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance; The district and the EO entity will ensure submission of a roster of instructional staff at the school; The district shall enter into a contract with an EO Entity to provide turnaround services or to operate the school, following established district policies and procedures.

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

Correlation between SIP and TOP-2:

Alachua School district, Instructional Empowerment and the school leadership team will work together in utilizing the School Improvement Plan to review school data and monitor progress in the areas of focus identified by Lake Forest. Lake Forest Elementary School Improvement Plan identified three areas of focus: Teacher Retention and Recruitment, Implementation of Core Curriculum with Fidelity and Differentiated Small Group Instruction.

Instructional Empowerment in partnership with Alachua County school district will work together to strengthen the implementation of standards aligned instructional practices. Instructional Empowerment will conduct a school comprehensive needs assessment to develop a professional learning plan aligned to the needs of the school. Instructional Empowerment in collaboration with the district will provide opportunities for school leadership and teachers to create systems to progress monitor student outcomes and develop standards-aligned lessons.

Tiered coaching support based on teacher needs will be provided by Instructional Empowerment and district curriculum specialists. Coaching through job-embedded professional learning will provide additional support to instructional staff.

Describe how the district, EO/Outside Entity and school leadership team are working together to implement the plans to improve the school.

The district will collaborate with Instructional Empowerment to ensure that all teachers are calibrated to the standards, this consists of ensuring the educators have a clear understanding of the curriculum standards and expectations and the effective use of student data to adapt and improve instructional strategies. Instructional Empowerment's Model of Instruction will be implemented alongside the district's core curriculum.

Instructional Empowerment's model of instruction, supports teachers in understanding of curriculum standards and task alignment to those standards and cultivates students as independent, critical thinkers.

Alachua County school district and Instructional Empowerment will work collaboratively to build the capacity of the turnaround leader and school leadership team. Leadership coaching will be provided by Instructional Empowerment. The leadership coaching will include a focus on recognizing rigorous instruction and evidence of student learning and aligning resources to the needs of the school. Instructional Empowerment and the district will also provide professional learning and support to instructional staff. Through the collective efforts of Alachua County school district and Instructional Empowerment, the school principal and leadership team will effectively monitor instructional practices leading to constructive, teacher-specific feedback, support and professional learning.

Instructional Empowerment, the school leadership team and Alachua County school district will meet regularly to review student achievement data, attendance and behavioral data, leadership walkthrough data and progress towards the SIP areas of focus.

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EO/Outside Entity Assurances

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

Assurance 1: Selecting a Successful EO/Outside Entity

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

Description of how the district will address Assurance 1: Selecting a Successful EO/Outside Entity

District leaders along with recommendations from Lake Forest Elementary Community Assessment Team (CAT) members and approval by the school board elected the External Operator (EO) option plan for the 2024-2025 school year, if the school grade does not increase to a “C” or higher for the 2023-2024 school year.

Adhering to district policies and procedures for contracting with external service providers, an external operator was selected with a proven record of successful experience with improving student outcomes.

The submission timeline:

- Requests for proposals posted: October 20, 2023
- Request for proposals due date: November 10, 2023
- Proposal evaluation committee screened and evaluated all proposals submitted: November 14, 2023- December 4, 2023
- Proposal Presentations: December 19, 2023

Based upon the presentations, follow-up responses, and past performance, Instructional Empowerment was recommended as the external operator for Lake Forest Elementary school. The following contract negotiations will proceed with Instructional Empowerment.

- Contract published to Board Agenda: January 9, 2024
- Board Review and Approval of Contract: January 16, 2024
- Contract submitted to FLDOE/BSI: January 31, 2024

Assurance 2: District Capacity and Support

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- The district and the EO/Outside entity ensure the instructional programs align to Florida’s state academic standards and provide data to support intervention for students.

- The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Description of how the district will address Assurance 2: 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 EO/Outside Entity plan.
2. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
3. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
4. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
7. 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.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

An Executive Action Team will be formed of the Superintendent and/or Deputy Superintendent, District Chief of Teaching and Learning, District Chief of Operations, Principal Supervisor, External Operator Practice Leader and External Operator Leadership Coach, or individuals in comparable positions. The Executive Action Team will meet monthly, beginning in the month following the Effective Date, unless Instructional Empowerment and the District agree to a different schedule. At a minimum, the Executive Action team will review progress of the actions in the contract and work in good faith to resolve any impediments to success or contractual issues, keeping the best interests of students and the School at the forefront of all discussions. The Executive Action Team will communicate progress of implementation within the District, school board, and the Florida Department of Education, as required.

Regular meetings with Instructional Empowerment and the Turnaround Principal, Chief of Teaching and Learning, Executive Director of Elementary Curriculum, Director of Curriculum or Director of Analytics will be held to review data and student progress and monitor the effectiveness of support. The Chief of Teaching and Learning coordinates the support provided to Lake Forest Elementary by the Curriculum, Professional Learning, Federal Programs, Data Analytics, Student Services, Human

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Resources and Exceptional Student Education departments. She deploys resources and supports as needed and requested.

Alachua County school district utilizes DIBELS to measure student's foundational skills in grades K-5. Istation (ISIP) is administered to targeted students in grades K-5 for progress monitoring.

In grades K-2 and targeted third graders, UFLI Foundations, a systematic and explicit, evidence-based foundational reading program developed by the University of Florida Literacy Institute is administered and data regularly reviewed for progress monitoring. University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. In addition, UFLI Foundations as an intervention for grades 3-5, meets IES Practice Guide Recommendations for Providing Reading Interventions to students in Grades 4-9, including Recommendation 1: Build students' decoding skills so they can read multisyllabic words, Recommendation 2: Provide purposeful fluency-building activities, Recommendation 3: Routinely use a set of comprehension building practices, and Recommendation 4: Provide students with opportunities to make sense of stretch text. These recommendation(s) were built into the program which follows eight specific, systematic steps which include: phonemic awareness, visual drill (text-to-speech), auditory drill (speech-to-text), blending drill, new concept (phonics skill), word work, irregular words, and connected text. The district will support and monitor implementation of this program by engaging administrators, literacy specialists, and coaches in ongoing professional development with what to look for during implementation and how to offer feedback. We provide ongoing training for teachers, including initial training, access to online asynchronous resources in Canvas, and monthly webinars. These professional learning sessions follow a specific sequence, but also utilize feedback from participants as well as classroom observations to guide the content. Our UFLI Foundations Implementation Specialist along with Literacy Specialists will offer regular school visits to observe teachers and provide targeted, tiered support.

F.A.S.T PM1 and PM2 data will be utilized for progress monitoring and data-driven instructional decision making.

Students who are not meeting grade level expectations in reading are eligible for additional support as part of our MTSS process. Any K-5 student who is scoring in the lowest achievement level in our assessment system (F.A.S.T. Level 1, ISIP Level 1, FSA Level 1, DIBELS Intensive Support) is determined to have a substantial reading deficiency. Additional assessments are administered to determine the students area of need, and these students will begin receiving Tier 3 support. All K-5 students who require Tier 3 support receive parental notification of a substantial reading deficiency immediately upon eligibility. Parents are notified by letter. In addition, teachers conduct ongoing parent conferences during which they discuss and document strategies to support the student, either in the Progress Monitoring Plan (K-5) and/or their IEP or 504 Plan. All tiered interventions are documented in Skyward, our student

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information system. The effectiveness of these interventions are discussed at regularly scheduled teacher data chats as well as through individual student progress monitoring plans/MTSS documentation.

The district will collaborate with Instructional Empowerment to ensure that all teachers are calibrated to the standards, this consists of ensuring the educators have a clear understanding of the curriculum standards and expectations. Instructional Empowerment Model of Instruction will be implemented alongside the district's core curriculum. Instructional Empowerments model of instruction supports teachers in understanding of curriculum standards and task alignment to those standards and cultivates students as independent, critical thinkers.

Schools are grouped into Tiers of Support based on student performance data. Lake Forest is a Tier 3 school and has increased district support. Priority support is provided to Lake Forest by our curriculum and professional development specialist, including literacy specialists who must have reading endorsement or certification.

Lake Forest Elementary will continue to use the district's established interim/benchmark assessments and statewide summative assessments. In addition, the school will track daily student progress toward mastery of standards-driven learning targets using Instructional Empowerments online tracing tool. Data collection through the online tracking tool will be used to develop correlations between daily formative assessments, interim/benchmark and summative assessments, and improve teacher accuracy in assessing student evidence of learning progress. Instructional Empowerment will make monthly reports of progress to the district.

Assurance 3: Selecting Leadership

- The district and the EO/Outside Entity 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. The district and the EO/Outside Entity 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 and the EO/Outside Entity will ensure the principal is replaced unless in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Description of how the district will address Assurance 3: Selecting Leadership

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In the box below, the district and EO/Outside Entity 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 school leadership team 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. Are incentives offered to attract and retain principals willing to lead a turnaround school?
5. How does the district and EO/Outside Entity 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 and EO/Outside Entity take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Alachua County school district and Instructional Empowerment will ensure the incoming principal and leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served at Lake Forest Elementary school.

In May, Instructional Empowerment will conduct a School Comprehensive Needs Assessment.

A collaborative process will be utilized in the selection of the principal and leadership team. Data-focused interviews will be conducted with effective school leaders with a record of academic performance in all measurable/assessed content areas, demonstrated effectiveness with improving school culture, evidence of implementation of strategies to address early warning indicators, and experience with stakeholder engagement.

During principal interviews, a focus on the following competencies and skills of a successful turnaround leader will take place: achievement, monitoring and directiveness, recognition of instructional practices, initiative, vision, influence for results, team leadership, parent and community connections, developing others, analytical and conceptual thinking and self-confidence.

In addition, Instructional Empowerment utilizes a predictive index to assist in the selection of the principal and leadership team. The predictive index measures the behavioral drives of dominance, extraversion, patience, and formality, as well as cognitive ability.

At the conclusion and analysis of the School Comprehensive Needs Assessment, interviews and predictive index, Instructional Empowerment and Alachua County district will discuss the results and retention and/or replacement of the principal and leadership team.

Alachua County school district and Instructional Empowerment will work collaboratively to build the capacity of the turnaround leader and school leadership team. Leadership coaching will be provided by Instructional Empowerment. The leadership coaching will consist of individualized, job-embedded

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coaching, the use of organizational and instructional leadership tools, oversight to school operations, budgeting, staffing, and assessments and a focus on recognizing rigorous instruction and evidence of student learning and aligning resources to the needs of the school. Alachua County district SI support team will include the Chief of Teaching and Learning, Transformational Principal, Executive Director of Elementary Curriculum and the Director of Curriculum to provide on-going support to the school principal and leadership team.

In conjunction with Instructional Empowerment, the principal will provide input in the selection of the leadership team and instructional staff. Instructional Empowerment will make the final recommendation to the superintendent.

Instructional Empowerment and Alachua County school district will meet regularly to review data, progress towards the culture of continuous improvement. address potential barriers, impediments and ensure success in our partnership. In the event that the school's grade does not improve after the first year, Alachua County school district and Instructional Empowerment will collaborate to determine the need for principal change.

After a mutually agreed upon selection, the District will complete and submit the Principal Change Verification Form no later than 10 days prior to the proposed principal hire date.

Assurance 4: Selecting Instructional Staff

- The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- The district and EO/Outside Entity shall ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment, and retention incentives and professional learning and coaching support.
- If the district establishes a district-managed charter school or a high-performing charter school network, the district shall ensure all instructional personnel are not employees of the school district, but

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

- The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.
- The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.
- The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance.
- The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Description of how the district and EO/Outside Entity will address Assurance 3: Selecting Instructional Staff. 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?
2. How does the district and EO/Outside Entity ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Are bonuses offered and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)?
4. Are incentives offered to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at SI schools?

Alachua County HR practices have been modified to support the hiring of effective and highly effective teachers at Lake Forest and the SI schools first. Advertised hiring fairs will be targeted specifically to Lake Forest and other SI schools, purposefully targeting highly effective and effective teachers across the district. Additional support personnel are provided at Lake Forest and SI schools, such as a family liaison, social worker and support personnel.

The district and Instructional Empowerment will ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system, will not be staffed at Lake Forest elementary school.

Alachua County school district will ensure K-5 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential. All teacher applicants are screened for certification by HR to ensure they are appropriately certified. Instructional Empowerment and Alachua County school district will work collaboratively to ensure that students are instructed by certified instructional personnel when unexpected vacancies arise, this may consist of coaches providing instruction.

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The district does not offer bonuses at this time. Through an MOU with the union an attendance incentive is provided to instructional personnel at Lake Forest Elementary with no more than 5 absences each semester.

In accordance with the allocation of UniSIG Supplemental Teacher Allocation funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:

- Eligible teachers are those who have earned a highly effective or effective rating based on the state's value-added model calculation (when aggregated over three years) and teach at a Title 1 school with a school grade of "D" or "F".
- Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive up to a \$7,500 supplement.

The district is committed to providing Instructional Empowerment with all allowable performance and personnel information available for current employees.

Assurance 5: Contracting with the EO/Outside Entity

The district shall enter into an annual contract with an EO/Outside Entity to provide turnaround services or to operate the school following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO/Outside Entity the following must be addressed in the contract:

1. Performance indicators and growth metrics that the EO/Outside Entity must meet 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;
2. The district's authority to terminate or non-renew the contract for a second year should the EO/Outside Entity fail to meet the performance indicators or fail to meet its contractual obligations;
3. Services and responsibilities in leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
4. The EO/Outside Entity's 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/Outside Entity, a detailed provision

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- outlining the new or modified services to be provided by the EO/Outside Entity; 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/Outside Entity 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; and
 7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine that the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least a “C” within two years of the release of school grades.

Description of how the district will address Assurance 5: Contracting with the EO/Outside Entity.

The district ensures that the contract with the external operator Instructional Empowerment to provide turnaround services and operate the school follows established district policies and procedures is signed. During contract negotiations, Instructional Empowerment and Alachua County school district understand that each of the seven assurance requirements must be embedded and agreed upon in the final contract. Additional contract provisions include stipulations that define Instructional Empowerment’s role in conducting a School Comprehensive Needs Assessment, staffing, services and responsibilities in the areas of curriculum and instruction, assessments, progress monitoring, and professional learning.

The contract will allow the district to terminate or non-renew the contract for a second year should Instructional Empowerment fail to meet the performance indicators, growth metrics or is not on track to achieve a grade of at least a “C”.

Finally, the district has established a timeline that the contract is signed and finalized by May 1, 2024; thereby ensuring Instructional Empowerment is positioned to assume the transition of all operational management and instructional oversight of Lake Forest Elementary school, in the event that the school fails to earn the necessary school grade of a “C” or higher by the end of the 2023-2024 school year.

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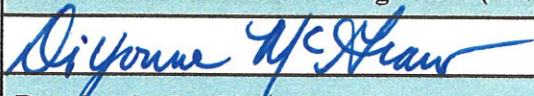
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Acknowledgement

Check the box that applies to the district selection of EO/Outside Entity.

For Cycle 1, the district acknowledges that the plan and the final EO/Outside Entity contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan and proposed EO/Outside Entity contract are due to the Department by January 31 and the final EO/Outside Entity contract is due to the Department by May 1.

Name and title of person responsible for completing and submission of the TOP-2
Karla Hutchinson, Transformation Principal Jacquette Rolle, Chief of Teaching and Learning
Contact information: email, phone number
rollej1@gm.sbac.edu 352-955-7444
Date submitted to the Bureau of School Improvement
January 31, 2024
Superintendent Signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved
January 16, 2024