

## Phase 1

### Part I: Schools to Be Supported

*Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.*

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Eugene Butler MSID 0921

### Part II: Stakeholder Engagement

#### A. Community Assessment Team

*Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

**Item 2:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

#### B. Turnaround Option Selection Process

**Item 3:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

### Part III: Turnaround Option Selection

*Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.*

#### A. Needs Assessment

*The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.*

## 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Based on a review of historically low student achievement performance over several years, parents opting out of the school for consecutive years, discipline and safety concerns at the school, and the difficulty in recruiting and retaining high performing teachers and an instructional leader, the School Board approved the Superintendent's recommendation to close Eugene Butler Middle School. It was not believed that the continuation of the district-managed turnaround option could continuously and constantly raise student achievement and increase student enrollment. Internal and external stakeholders were engaged throughout the community who largely supported the recommendation. The building is now used as a school of choice, without attendance boundaries, where parents select to send their students to a magnet single gender school. Recent performance outpaces schools in the district who serve students of similar demographic background.

### B. Turnaround Option Selection

**Item 5:** The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

**Option 1: District-Managed Turnaround**

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

**Option 2: Closure**

The district will reassign students to another school or schools and monitor progress of each reassigned student.

**Option 3: Charter**

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

**Option 4: External Operator**

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

**Option 5: Hybrid**

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

**Item 6:** Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The historically low performance of the school, coupled with declining parental confidence in the school, necessitated closure. Although the turnaround option could have led to higher levels of performance, it was not sustainable considering that other schools in the feeder pattern were facing similar challenges with performance and enrollment yet were performing at higher levels with greater parental support.

## 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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### Phase 2

#### Option 2: Closure

##### Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

##### *Assurance 1*

The district shall close the school(s) and reassign students to higher-performing schools in the district.

##### *Assurance 2*

The district shall monitor the reassigned students and report their progress to the department for three years.

##### Implementation Plan

**Closure Item 1:** For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Eugene Butler MSID 0921 officially closed and students were provided the option of attending higher performing schools. The district will progress monitor students who previously attended Eugene Butler Middle School through monthly data analysis. The need for academic and behavioral interventions will be determined through assessing monthly lexicon level growth through Achieve3000, math growth through i-Ready progress monitoring, attendance, and discipline data. A list of those students reassigned to schools will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.