



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

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.

MIDWAY ELEMENTARY SCHOOL – 0301 – Implementation Year One

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.

The Title I District Coordinator of Family and Community Outreach met with the Principal at Midway Elementary to plan for the establishment of the Community Assessment Team (CAT) and to ensure participants include parents, educators, local government and business representatives, and community activists. In addition, the district’s Executive Director for Elementary Education that supervises Midway and the FDOE Regional Executive Director also serve as members of the CAT. Special outreach will be made to feeder pattern teachers and administrators, as well as secondary students who attended Midway, so that an historical understanding of Midway’s previous efforts and future opportunities for success can be discussed.

By no later than September 7th the initial Midway CAT meeting will be held to review school performance data, determine specific causes for low performance, review the prior year School Improvement Plan (SIP) and discuss recommendations for school improvement that will be included in Midway’s 2016-17 SIP. The district Assessment and Accountability Coordinator has been assigned to work specifically with Midway so that there are deep, on-going reviews of both lagging student achievement data, for example, FSA achievement levels and

learning gains, prior year performance on iReady, ITBS, and leading student achievement data, including Common Trimester Assessments (CTAs), iReady Reading and Math Diagnostics, and DRAs). The Assessment and Accountability Coordinator will meet with the CAT and the school level teams regularly to support differentiated instruction decisions and progress monitor student performance. The Midway CAT will meet monthly.

In addition to student achievement data, the CAT will review monthly discipline and student attendance data provided by the Assessment and Accountability department to identify, implement and monitor strategies that support student attendance at school and engagement in learning.

Midway's Community Assessment Team is as follows:

Principal, Ron Nathan

RED, Wayne Green

Parent, Lindsay Hudock

Educator, Cathy Lambert (Asst. Principal)

Government, Norton Bonaparte (Sanford City Manager)

Community, Dr. Ronald Merthie (Pastor)

Community, Pastor Emery Blake (Midway Concerned Citizen)

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.

In order to involve stakeholders as educational partners, the Title I District Coordinator of Family and Community Outreach will facilitate monthly Midway CAT meetings. In addition to reviewing student achievement data, attendance and discipline, CAT members will be asked to recommend topics, locations, and times for meeting with Midway parents. The five turnaround options will be shared with the CAT for discussion.

Communication strategies will be a key factor in ensuring that every family has an opportunity to learn about and participate in their student's education. Midway CAT members will recommend effective communication strategies for reaching out to parents, include these strategies in their planning documents, and evaluate their effectiveness following implementation.

One strategy will be focusing on already popular family activities to engage stakeholders in becoming more involved in the school turnaround process. Midway Elementary is the district's only Magnet School of Performing Arts. Parents and community members flock to the school's annual "Dinner Theatre" to celebrate the talents students display. The CAT will discuss how to use this venue to promote more parent involvement and outreach.

The Family and Community Outreach Coordinator is responsible for keeping all sign-in sheets, agendas, programs, and when appropriate, photographs. A quarterly report of activities and parent involvement numbers will be submitted to the Director of Title I and Federal Projects. The Director of Federal Projects will present these quarterly reports to the District Leadership Team. Areas of concern will be addressed by the District Leadership Team and appropriate mid-course corrections applied.

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.*

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

The district will use a combination of quantitative and qualitative data to inform the needs assessment process for the DIAP. Of importance for guiding the identification of appropriate interventions will be current and trend data related to student performance, both academic and behavioral. The district's Office of Assessment and Accountability collected much of this quantitative data and leadership teams reviewed this information as part of the school and district's annual data analyses.

The 5Essentials teacher survey results by school (2015/16) has been analyzed and will be used to identify areas of need at Midway Elementary, as well as ascertain districtwide opportunities of improvement. Other data to be collected through the DIAP development process includes administrator and teacher experience and performance data. The 5Essentials results and school staff information will assist in the determination of appropriate professional learning activities for the administrators and educators.

The district team will also review questionnaires from family engagement activities in 2015/16 to understand parent/caregiver needs within this school population. These questionnaires will provide information, which is qualitative in nature.

The Midway CAT team and District Leadership Team will review all needs assessment data as recommendations are made for the focus areas' intervention activities.

Results of Needs Assessment

Academically, Midway Elementary is one of the most at-need schools within the district, with a persistent school grade of "D". Florida Standards Assessment (FSA) 2016 results reveal that 64% of all students scored Level 1 or Level 2 (below satisfactory) on the English Language Arts (ELA) assessment, with the same percent not making learning gains. On the Math FSA, 59% of all students at Midway scored Level 1 or Level 2, with 61% who did not make learning gains. Results of the Statewide Science Assessment note 74% of all students who scored Level 1 or Level 2.

Data also points toward a need for intervention due to behavior infractions, with 4.6% (41/889) of students receiving at least one in-school suspension during the most recent academic year. Community factors for students attending Midway also drive a need for wraparound support for students, to include academic and social-emotional activities. In 2015/16, Midway had a mobility rate of 5.6% and 9.3% of students were identified as homeless (83/889). As described in more detail in the implementation plan, Midway Elementary will benefit from a partnership between the district and the University of Central Florida to provide counseling services on campus for these high need populations of students. In addition, through an ongoing review of MTSS and discipline data, district leaders identified a specific need among students with special needs, as well as English learners. The implementation plan will address targeted intervention strategies developed for these students by the district's Exceptional Student Support Services (ESSS) and ESOL/World Languages departments to address this needs analysis. The district will identify specific targets for student improvement through the SIP and the DIAP processes.

In addition, an analysis of the 5Essentials teacher survey feedback determined qualitative needs within the school. The survey results indicate significant areas of improvement at Midway, with three of the five components rated as weak - Effective Leaders, Collaborative Teachers and Involved Families. As an indicator of family outreach needs, administrators were unable to attain the minimum 20% return rate for parent survey, and therefore, no results were generated from the assessment.

The 5Essentials Survey results are as follows:

Survey Response Rates		
	Midway	State
Students	76%	69%
Teachers	78%	75%

Essential	Score	State Score	Respondent
<u>Ambitious Instruction</u> - classes are challenging and engaging	Strong - 73	Very Strong - 82	Students & Teachers
Measures	Score	State Score	Respondent
English Instruction	Very Strong - 89	Very Strong - 84	Students
Math Instruction	Very Strong - 99	Very Strong - 99	Students
Academic Press	Very Strong - 99	Very Strong - 96	Students
Quality of Student Discussion	Very Weak - 6	Neutral - 51	Teachers
Essential	Score	State Score	Respondent
<u>Effective Leaders</u> - principals and teachers implement a shared vision for success	Weak - 34	Neutral - 46	Teachers
Measures	Score	State Score	Respondent

Program Coherence	Weak - 23	Neutral - 47	Teachers
Teacher-Principal Trust	Neutral - 45	Neutral - 48	Teachers
Teacher Influence	Weak - 36	Weak - 38	Teachers
Instructional Leadership	Weak - 33	Neutral - 53	Teachers
Essential	Score	State Score	Respondent
<u>Collaborative Teachers</u> - teachers collaborate to promote professional growth	Weak - 24	Weak - 40	Teachers
Measures	Score	State Score	Respondent
Collaborative Practices	Neutral - 57	Neutral - 57	Teachers
Collective Responsibility	Very Weak - 1	Weak - 23	Teachers
Quality Professional Development	Weak - 21	Neutral - 43	Teachers
Teacher-Teacher Trust	Very Weak - 16	Weak - 35	Teachers
Essential	Score	State Score	Respondent
<u>Involved Families</u> - the entire staff builds strong external relationships	Weak - 34	Neutral - 43	Teachers
Measures	Score	State Score	Respondent
Teacher- Parent Trust	Very Weak - 6	Weak - 23	Teachers
Parent Involvement in School	Weak - 25	Weak - 36	Teachers
Parent Influence on Decision Making in Schools	Strong - 72	Strong - 70	Teachers

Essential	Score	State Score	Respondent
Supportive Environment - the school is safe, demanding and supportive	Neutral - 57	Strong - 79	Students
Measures	Score	State Score	Respondent
Peer Support for Academic Work	Very Strong - 99	Very Strong - 99	Students
Academic Personalism	Strong - 69	Very Strong - 99	Students
Safety	Very Weak - 9	Weak - 35	Students
Student-Teacher Trust	Neutral - 50	Strong - 69	Students

After receipt of 5Essentials survey results in April of 2015, the Midway leadership team participated in a facilitated root cause and problem solving session with staff from UChicago. The leadership team analyzed their survey data and developed an action plan, which targeted the 5Essentials domain of “Collaborative Teachers”. This action plan will be implemented in 2016-2017 and is targeted to improve teachers’ roles as active partners in school improvement, teachers’ commitment to the school, and teachers’ focus on professional development.

In late summer 2016, leadership at Midway Elementary participated in a student achievement and test results analysis workshop. Attendees were provided detailed information on the Florida School Accountability requirements with detailed focus on the new methods of calculating student learning gains. The leadership team at Midway utilized 2016 FSA results to analyze student achievement levels and learning gains data by grade level, by student demographic and teacher. Individual student results were analyzed and organized to determine appropriate interventions for 2016-2017. By having access to this detailed level of data analysis in late June, school leaders could adjust teacher and student schedules, plan for student differentiated interventions, and target professional development to specific areas of need for implementation in 2016-2017.

As a follow up to this detailed analysis, Midway Elementary will work with the Office of Assessment and Accountability to conduct an in-depth data analysis based on school accountability data. This work will occur in early fall of 2016, and will focus on a comparison of 2015 and 2016 student test results. Analyzing subgroup performance will be a major component of this process. A student regression analysis will allow school leaders to examine student achievement trends. In partnership with the district’s Office of Assessment and Accountability, Midway’s leadership team will perform a deep analysis of this data, participate in a collaborative problem solving session, and develop school improvement goals for the 2016-2017 academic year.

As an additional resource for school improvement efforts, the Assessment and Accountability Coordinator, Kelly Thompson, will establish an ongoing collaboration with the Midway Elementary leadership team to support implementation and monitoring of action plans that target improved student achievement.

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.

Midway Elementary, as noted, is a persistently low-performing school with three consecutive “D” school grade ratings in the same number of years. As such, the school is required by the FDOE to implement the district-managed turnaround option. To make certain that Midway executes a successful turnaround model, the district has taken steps to ensure the school is well-positioned with the local capacity to implement the proposed intervention strategies with fidelity.

The Midway Elementary Principal was appointed to Midway Elementary in June of 2014. He previously served at one non-Title I school and two Title I schools. During his eleven years of service at his most recent Title I school, his school earned four “B” letter grades and seven “A” letter grades from the Florida Department of Education. His transfer to Midway was based on evidence of high achievement with Title I students. During his first two years at Midway Elementary, the principal has made significant progress with school culture, community relationships, and improving discipline and student attendance. In addition, the Midway principal has replaced many members of his instructional and non-instructional staff.

Intervention strategies for the district-managed turnaround option have been developed through a detailed data review of the school’s 2015-16 performance as it relates to instruction, student achievement, school environment and instructional leadership. The data reviewed (see below) identifies the need for improved teaching and learning in the areas of reading, mathematics, science and the instructional environment. Through this plan, the district team will support Midway’s focus on content, pedagogy and relationships. These areas of concentration will be addressed as detailed below.

Content will:

- Identify critical knowledge and skills students have not yet mastered
- Identify and minimize barriers to teaching the critical knowledge and skills
- Help teachers develop deep knowledge of critical knowledge and skills
- Gauge student progress in learning critical knowledge and skills
- Address the academic needs of students who need additional assistance

Pedagogy will:

- Identify a few specific opportunities for pedagogical improvement
- Identify and minimize barriers to implementing pedagogical improvements
- Help teachers develop expertise in specific pedagogical strategies
- Gauge teacher progress in implementing selected instructional improvements
- Address the pedagogical needs of teachers who need additional assistance

Relationships will:

- Create and sustain teacher commitment to improving the instruction of critical knowledge and skills
- Create and sustain student commitment to learning critical knowledge and skills
- Create and sustain parent & community commitment to supporting efforts to teach their children critical knowledge and skills

District leadership will monitor all of the above listed systems, refine them and re-implement as necessary. Additional instructional allocations, including a Reading Intervention Teacher, professional development opportunities, instructional coaching, and instructional resources are also being provided.

The district has contacted Learning Science Institute (LSI) to discuss options for serving as an external partner to provide additional leadership support for Midway. This partnership aligns to the above goals for Midway and the instructional model currently being used by Seminole County Public Schools. The Principal of Midway Elementary and a select team of teachers, referred to as the “School Renewal Team”, recently received training in school turnaround from Harvard University. This team has developed a Theory of Action and has begun its implementation. Follow-up trainings specifically for Midway Elementary have been scheduled in September and October.

Data charts referenced:

School Grades Trend

School	2013/14	2014/15 ¹	2015/16
Midway*	D	D	D

* FDOE Lowest 300 Performing Elementary Schools, 2015/16

2015-16 Suspension Rate (PK-5)

School	Total Enrollment	# students with at least one out of school Suspensions (undup)	% students with at least one Out-of-School Suspension	# students with at least In-School Suspensions (undup)	% students with at least one In-School Suspension
Midway	889	0	0.0%	41	4.6%
Title I ES Total	11164	245	2.2%	305	2.7%

Data Source: Skyward End-of-year Basic Demo and Edinsight Misconduct Report

Spring 2016 FSA ELA, Proficiency (All Students)

School	# Tested	# Lv3 and above	% Lv3 and above
Midway	445	158	36%
Title I ES Total	5324	2450	46%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA ELA, Learning Gains (Accountability)

School	White	Black	Hispanic	Other	FRL	SWD	ELL	All
	% LG	% LG	% LG	% LG	% LG	% LG	% LG	% LG
Midway	44%	30%	42%	65%	35%	16%	18%	37%
Title I ES Total	54%	37%	49%	60%	45%	27%	39%	48%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA Math, Proficiency (All Students)

School	# Tested	# Lv3 and above	% Lv3 and above
Midway	446	178	40%
Title I ES Total	5364	2793	52%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA Math, Learning Gains (Accountability)

School	White	Black	Hispanic	Other	FRL	SWD	ELL	All
	% LG	% LG	% LG	% LG	% LG	% LG	% LG	% LG
Midway	58%	31%	37%	59%	35%	34%	54%	39%
Title I ES Total	61%	41%	51%	68%	49%	35%	49%	53%

Data Source: 2016 FSA Spring Results File

Notes:

¹ As a result of Senate Bill 1642, the school grade calculation was revised during the 2014-2015 school year. In addition, in 2014-2015 learning gains were not calculated because it was the first administration of the FSA exam. Although, school grades were reported in 2014-2015 due to the lack of inclusion of learning gains, the grades are not comparable to 2015-2016.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

The District-Based Leadership Team includes the following staff members:

Dr. Walt Griffin, Superintendent; Dr. Anna Marie Cote, Deputy Superintendent; Dr. Marian Cummings, Executive Director of Elementary; Dr. Robin Dehlinger, Executive Director of Elementary; Dr. Shelia Windom, Executive Director of Middle; Mike Gaudreau, Executive Director of High; Dr. Michelle Walsh, Executive Director of Exceptional Student Support Services; Dr. Jason Wysong, Executive Director of ePathways and Strategic Partnerships; Boyd Karns, Executive Director of Human Resources; Shawn Harrold, Director of Teaching and Learning; Mark Russi, Director of Employee, Governmental and Personnel Services; Cheri Myers, Director of Staffing; Minnie Cardona, Director of English Language Learners and Student Support; and Kelly Thompson, Coordinator of Assessment and Accountability

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The District Leadership Team serves as the Superintendent’s Cabinet and meets weekly to conduct the instructional and operational business of the system. On a regular schedule, reports related to student progress monitoring, MTSS, Student Discipline, Gifted Identification, Advanced Opportunities, and Teacher Attendance are presented with aggregation by district and by school. In particular, the Superintendent starts each meeting with a roundtable discussion of the district’s most at-risk schools. These data reviews and discussions inform the development and implementation of policies and procedures that guide the school-based leadership teams and provide direct support systems.

The Superintendent has focused on two priorities over the last four years: (1) Build Relationships, and (2) Earn One Year of Growth for One Year of Instruction. The District Improvement and Assistance Plan (DIAP) includes two district improvement goals that support the Superintendent’s Initiatives: (1) Teachers at all schools will implement research-based best practices for standards-based instruction, including effective core instruction, implementation of data-driven differentiated instruction, and monitoring of instruction by administrators/coaches to ensure an increase in student achievement in ELA, Math and Science; and (2) All schools will implement student-owned progress monitoring systems to (a) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access help and support; and (b) to increase and improve student motivation and relationships.

Specific supports to the Principal include:

- Prioritized mentoring and support from the Executive Director of Elementary Education
- Prioritized coaching and support from the Department of Teaching and Learning
- Additional pay for extended school hours and summer or Saturday professional development
- Additional support for school leaders and instructional staff from Learning Sciences International (LSI)
- Side-by-side coaching from Principal-On-Assignment
- Ongoing school visits from LSI with embedded professional development for the school’s leadership team
- Waiver of requirement to take district transfers from other schools
- Offering of a Spring Recruitment Fair focused on turnaround schools
- Frequent visits and monitoring from the district’s Turnaround Team
- Flexibility to adjust instructional plans as needed

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

The District has a newly formed Turnaround Team. The turnaround lead for Midway Elementary School is Dr. Marian Cummings, Executive Director of Elementary Education for SCPS. Dr. Cummings reports directly to the Superintendent. The Turnaround Team members are:

Dr. Anna-Marie Cote, Deputy Superintendent of Instructional Excellence & Equity; Dr. Robin Dehlinger Executive Directors of Elementary Education; Boyd Karns, Executive Director of Human Resources; Dr. Michelle Walsh, Executive Director of Exceptional Student Support Services; Mark Russi, Director of Employee & Governmental Relations; Kelly Thompson, Coordinator of Assessment & Accountability; DeWitt Lewis, Director of Federal Programs; Leslie Durias, Coordinator of Elementary Curriculum, Jamee Minnetto, Coordinator of Resource Development; and Kaitlin Trippany Performance Data Analyst

The Principal supports by the district’s Turnaround Team will include:

- Monthly data reviews to include attendance, MTSS, discipline, staffing, student academic performance and progress, and program implementation
- Classroom walkthroughs with principal and/or assistant principal
- Bi-weekly site visits with monitoring and feedback
- Monitoring and coaching on implementation of the instructional model

The Superintendent informed the principal that he would be replaced if the school does not increase to a grade of “C” or higher.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

STAFFING

The school's Principal will be provided the flexibility and authority to make all staffing assignments necessary to improve student achievement. The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements.

SCHEDULING

Under our current structure, the Principal has the flexibility to develop the master schedule in a way that best meets the school's needs. As a magnet school for the arts, Midway has the unique opportunity to provide a variety of classes in the creative arts area. In addition, the Principal has the autonomy to decide which instructional and intervention resources would best supplement the core instruction based on student performance.

BUDGET

The Principal has operating flexibility in the area of budgeting so that he can lead a comprehensive approach to substantially improve student achievement outcomes. The Principal determines the expenditures for his operating budget and internal accounts. Title I funds will be used to support supplementary school improvement and turnaround activities. The Principal works with his Executive Director and district Title I staff to develop the school's Title I budget.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

The Human Resources Department will work closely with the School Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance. The Human Resources Department will assign a Human Capital Partner to specifically assist the school's Principal with recruiting and retaining highly effective/highly qualified staff.

In May of 2017, all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from the FDOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

In May of 2017, all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from the FDOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

Midway Elementary will be provided priority status when filling all teaching vacancies at the end of the 2016-2017 school year. This status includes strategies such as early contracts, continuous recruitment efforts by the HR partner, and district provided job fairs.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1 - The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

- Seminole County Public Schools will add additional staff member to Midway Elementary in order to assist in the progress monitoring of the Common Trimester Assessments and iReady data, as well as support the instructional implications for teachers. This data will be formally monitored on a monthly basis through data analysis and classroom observation in order to ensure all students are receiving high quality instruction in the Florida Standards.
- Midway Elementary has added an additional math coach/interventionist who has received the rating of highly effective for the 2015-2016 school year. This coach previously worked at a successful Seminole County turnaround school. Her work was instrumental in the school's turnaround success. Midway Elementary also replaced a reading coach (K-2) with a first grade teacher that has established relationships with the staff and a highly effective rating for the 2015-2016 school year. Further, Midway Elementary reorganized coaching roles to more efficiently meet the needs of teachers and students.
- Reading Edge trainings will be provided for all fourth and fifth grade ELA teachers and relevant staff. Monitoring walkthroughs and data collection through the program's Member Center will take place on a monthly basis.
- Additional staff from the Department of Teaching and Learning will meet with grade level teams on a monthly basis to analyze data, guide instructional decisions, and monitor the implementation of these strategies through classroom visits.
- Changes in instruction will be monitored the additional iReady instructional support personnel, as well as the school's administration.
- The district's Instructional Practice Specialist will also provide targeted assistance to those teachers with unsatisfactory VAM scores in order to improve instruction. These plans will be individualized, based on the needs of each teacher.
- Extended planning time will be offered each trimester to ensure instruction is based on data, with the support of the Department of Teaching and Learning Content Specialists.

Area of Focus 2 – IP support for differentiation – strategic plan for implementing and monitoring –

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

- Seminole County Public Schools will utilize the iReady instructional support personnel to ensure students are receiving individualized instruction during their core curriculum time, as well as their intervention/enrichment block. The iReady support personnel will focus on using data to guide small group instruction within the iReady toolbox.
- The Department of Teaching and Learning will provide ongoing training in differentiated instruction (monthly) to the school site, as well as monitor the effects of that training through unit assessment data and iReady data on a monthly basis.
- The school will leverage teacher leadership by developing and utilizing the skills of UF Instructional Coach Alumni, ECET² Teacher Leaders and Leadership Pathways Cohort members districtwide to influence instructional practices to benefit differentiated instruction on this campus.
- Additional support and training in the Multi-Tiered Systems of Support process will be provided for all staff. The Department of Teaching and Learning will provide ongoing monthly trainings in research-based intervention programs.
- Multi-Tiered Systems of support meetings will take place on a weekly basis in order to monitor students in need of additional support and provide that support in a timely manner.
- The Executive Director of Exceptional Student Support Services has prioritized Midway as one of the first schools for which a comprehensive Best Practices for Inclusive Education (BPIE) Plan will be developed.
- The Director of ESOL and World Languages has assigned a district Teacher on Assignment to visit Midway monthly to review ELL student achievement data, attendance, behavior and parent communication needs. The Director of ESOL and World Languages will work with the Coordinator of Family and Community Outreach to contact ELL parents once per quarter for the purposes of discussing their student's strengths and accomplishments and offering needed support.
- Midway Elementary will continue a successful partnership with the UCF College of Education and Human Performance Department (UCF-CEDHP) to provide a school-based counseling intervention program to benefit student academic achievement and social-emotional development.
- The Executive Director informed the principal that he would be replaced if the school does not increase to a grade of "C" or higher.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach (es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

During the 2013-2014 school year, the Broad Foundation did an extensive site visit of Seminole County Public Schools. The analysis provided by the Broad Foundation detailed several organizational recommendations specifically related to Human Resources and the support of our most challenged schools. Those recommendations included improving the recruitment, selection, orientation and on-boarding approaches for all staff but especially for instructional staff. A recommendation was made to more effectively cultivate and place highly effective instructional staff at the district's most challenged schools. The Broad report also identified areas of improvement in professional development, particularly as it relates to feedback loops to determine the effectiveness of district-provided and/or sponsored trainings.

In February 2015, the Urban Schools Human Capital Academy conducted a two-day site visit specifically focused on our Human Resources Department. From this visit, several recommendations were made to strategically address the areas not only identified by Broad, but other Human Resources areas where we could operate more efficiently and more effectively support all schools and school leadership in our district. As a result, in April 2015 Seminole County Public Schools entered into a partnership with the Florida Department of Education and the Urban Schools Human Capital Academy to begin a three-year project to improve our systems approach to human capital acquisition, talent management, and human resources operations.

Through this project, the district identified that the key component to achieving the previously stated goals was to improve significantly processes for recruitment, application, hiring and on boarding, with the stated goal of hiring the best teacher for every classroom.

The analysis by the Urban Schools Human Capital Academy made 22 recommendations for improvement. As of July 1, 2016, the district has - in whole or in part - implemented 18 of these recommendations, and are still working on full implementation of many other recommendations. District staff continue work with the Urban Schools Human Capital Academy and, as such, are continuously identifying areas for improvement and efficiency.

The District seeks to increase the number of extraordinary leaders serving at every level of operation in Seminole County Public Schools through experiential learning and reflective practice. This will be accomplished through our Leadership Pathways Department with the goal of building internal leadership capacity by providing opportunities for principals and assistant principals to serve as peer facilitators and to lead small groups of colleagues in instructional rounds.

The school's Principal will have flexibility and authority to make all staffing assignments necessary to improve student achievement.

The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements.

Teachers who received less than an Effective final evaluation rating for the 2015-2016 will be transferred out the school.

In May of 2017 all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from DOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

The Human Resources Department will work closely with the school's Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance.

Midway Elementary will be provided priority status when filling all teaching vacancies at the end of the 2016-2017 school year. This status includes strategies such as early contracts, continuous recruitment efforts by the HR partner, and district provided job fairs.

The Human Resources Department will assign a Human Capital Partner to assist the Principal with recruiting and retaining highly effect/highly qualified staff.

The District will continue its involvement with the Urban Schools Human Capital Academy with specific emphasis on supporting our Principal's at the district's two turnaround schools by making it a priority to hire and retain the very best teachers.

- The District's Leadership Pathways Department will build internal leadership capacity at these schools by engaging the principals and assistant principals in instructional rounds with other administrators across the district.
- Leverage teacher leadership at these schools by developing and utilizing the skills of UF Instructional Coach Alumni, ECET² Teacher Leaders and Leadership Pathways Cohort members to influence instructional practices on their campuses.
- The District will remove the Principal of this school if the grade does not improve at the end of the year.

As mentioned previously in this document, the district identified barriers influencing student learning and achievement through on-site visits, analysis of the 5Essentials survey indicators, and schoolwide results on state required assessments. The primary goal is to ensure the success of school leaders and instructional staff in raising student achievement to high levels. Midway Elementary will focus its efforts on Content, Pedagogy and Relationships.

For 2016-2017, supports were added to build an instructional culture that facilitates increased effectiveness of rigorous, standards-based instruction that results in significant improvements in student learning. To address barriers identified in the areas of Ambitious Instruction, Collaborative Teachers and Supportive Environment, the following supports are provided:

- Prioritized mentoring and support from the Executive Director of Elementary Education
- Prioritized coaching and support from the District Department of Teaching and Learning
- Additional pay for extended school hours and summer or Saturday professional development
- Additional support for school leaders and instructional staff from Learning Sciences International (LSI)
- Side-by-side coaching from Principal-On-Assignment
- Ongoing school visits from LSI with embedded professional development for school leadership team
- Waiver of requirement to take district transfers from other schools
- Offering of Spring Recruitment Fair focused on turnaround schools
- Frequent visits and monitoring from the district's Turnaround Team
- Flexibility to adjust instructional plans as needed
- Monthly data reviews to include attendance, MTSS, discipline, staffing, student academic performance and progress, and program implementation
- Classroom walkthroughs with principal and/or assistant principal
- Bi-weekly site visits with monitoring and feedback
- Monitoring and coaching on implementation of the instructional model

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.

PINE CREST ELEMENTARY SCHOOL – 0141 – Implementation Year One

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.

The Title I District Coordinator of Family and Community Outreach met with the Principal at Pine Crest Elementary to plan for the establishment of the Community Assessment Team (CAT) and to ensure participants include parents, educators, local government and business representatives, and community activists. In addition, the district's Executive Director for Elementary Education that supervises Pine Crest and the FDOE Regional Executive Director also serve as members of the CAT. Special outreach will be made to feeder pattern teachers and administrators, as well as secondary students who attended Pine Crest, so that an historical understanding of Pine Crest's previous efforts and future opportunities for success can be discussed.

By no later than September 7th the initial Pine Crest CAT meeting will be held to review school performance data, determine specific causes for low performance, review the prior year School Improvement Plan (SIP) and discuss recommendations for school improvement that will

be included in Pine Crest's 2016-17 SIP. The district Assessment and Accountability department will provide specific reports related to FSA achievement levels and learning gains, prior year performance on iReady, ITBS, and leading student achievement data, including Common Trimester Assessments (CTAs), iReady Reading and Math Diagnostics, and DRAs. In addition to student achievement data, the CAT will review monthly discipline and student attendance data provided by the Assessment and Accountability department to identify, implement and monitor strategies that support student attendance at school and engagement in learning.

Pine Crest's Community Assessment team is as follows:

Lyndora Frazier - VISTAS - United Way

Marcia Weekes - Dividend - Reading Acceleration Program Volunteer

Melissa Nettles - PTA President

Maggie Thomas - Parent

Rebecca Ortiz - Teacher (Primary)

Amanda Brawner - Teacher (Intermediate)

Daisy Hinskman- Behavior Support Facilitator

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.

In order to involve stakeholders as educational partners, the Title I District Coordinator of Family and Community Outreach will facilitate monthly Pine Crest CAT meetings. In addition to reviewing student achievement data, attendance and discipline, CAT members will be asked to recommend topics, locations, and times for meeting with Pine Crest parents. The five turnaround options will be shared with the CAT for discussion and recommendations.

Communication strategies will be a key factor in ensuring that every family has an opportunity to learn about and participate in their student's education. Pine Crest CAT members will recommend effective communication strategies for reaching out to parents, include these strategies in their planning documents and evaluate their effectiveness following implementation.

Pine Crest Elementary is scheduled for a major facilities renovation. The 2016/17 school year is the initial planning year and 2017/18 is the formal design year; with construction to begin in 2018-19. The new school will open in August 2019. Initial conversations with SAC and PTA members have revolved around creating *Pine Crest: School of Innovation*. Throughout the 2016-17 school year, the Pine Crest CAT will be invited to participate in the School of Innovation discussions.

The Family and Community Outreach Coordinator is responsible for keeping all sign-in sheets, agendas, programs, and when appropriate, photographs. A quarterly report of activities and parent involvement numbers will be submitted to the Director of Title I and Federal Projects. The Director of Federal Projects will present these quarterly reports to the District Leadership Team. Areas of concern will be addressed by the District Leadership Team and appropriate mid-course corrections applied.

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.

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

The district will use a combination of quantitative and qualitative data to inform the needs assessment process for the DIAP. Of importance for guiding the identification of appropriate interventions will be current and trend data related to student performance, both academic and behavioral. The district's Office of Assessment and Accountability collected much of this quantitative data and leadership teams reviewed this information as part of the school and district's annual data analyses.

The 5Essentials teacher survey results by school (2015/16) have been analyzed and will be used to identify areas of need at Pine Crest Elementary, as well as ascertain districtwide opportunities of improvement. Other data to be collected through the DIAP development process includes administrator and teacher experience and performance data. The 5Essentials results and school staff information will assist in the determination of appropriate professional learning activities for the administrators and educators.

The district team will also review questionnaires from family engagement activities in 2015/16 to understand parent/caregiver needs within this school population. These questionnaires will provide information which is qualitative in nature.

The SCPS CAT team and Instructional Cabinet will review all needs assessment data as recommendations are made for the focus areas' intervention activities.

Results of Needs Assessment

Academically, Pine Crest Elementary is the most at-need school in the district, with a school grade of "F". Florida Standards Assessment (FSA) 2016 results reveal that 74% of all students scored Level 1 or Level 2 (below satisfactory) on the English Language Arts (ELA) assessment, with 63% of all students tested not making learning gains. On the Math FSA, 70% of all students tested at Pine Crest scored Level 1 or Level 2, with 64% who did not make learning gains. Results of the Statewide Science Assessment note 71% of all students who scored Level 1 or Level 2.

Data also points toward a need for intervention due to behavior infractions, with 6.7% (52/776) of students who received at least one in-school suspension and 4.8% (37/776) of students who were given at least one out-of-school suspension during the most recent academic year. Community factors for students attending Pine Crest also drive a need for wraparound support for students, to include academic and social-emotional activities. In 2015/16, Pine Crest had a mobility rate of 5.6% and 6.3% of students were identified as homeless (49/776). A specific need has been identified among the students with special needs, as well as English learners. The implementation plan will address targeted intervention strategies developed for these students by the district's Exceptional Student Support Services (ESSS) and ESOL/World Languages departments to address this needs analysis. The district will identify specific targets for student improvement through the SIP and the DIAP processes.

In addition, an analysis of the 5Essentials teacher survey feedback determined qualitative needs within the school. The survey results indicate areas of improvement at Pine Crest with two of the five components were noted as weak – Collaborative Teachers and Involved Families. As an indicator of family outreach needs, administrators were unable to attain the minimum 20% return rate for parent survey, and therefore, no results were generated from the assessment.

The 5 Essentials Survey results are as follows:

Pine Crest Elementary - 5Essentials Results

Survey Response Rates		
	Pine Crest	State
Students	80%	69%
Teachers	78%	75%

Essential	Score	State Score	Respondent
<u>Ambitious Instruction</u> - classes are challenging and engaging	Strong - 78	Very Strong - 82	Students & Teachers
Measures	Score	State Score	Respondent
English Instruction	Very Strong - 85	Very Strong - 84	Students
Math Instruction	Very Strong - 99	Very Strong - 99	Students
Academic Press	Very Strong - 99	Very Strong - 96	Students
Quality of Student Discussion	Weak - 29	Neutral - 51	Teachers
Essential	Score	State Score	Respondent
<u>Effective Leaders</u> - principals and teachers implement a shared vision for success	Neutral - 40	Neutral - 46	Teachers

Measures	Score	State Score	Respondent
Program Coherence	Weak - 22	Neutral - 47	Teachers
Teacher-Principal Trust	Strong - 62	Neutral - 48	Teachers
Teacher Influence	Weak - 30	Weak - 38	Teachers
Instructional Leadership	Neutral - 45	Neutral - 53	Teachers
Essential	Score	State Score	Respondent
Collaborative Teachers - teachers collaborate to promote professional growth	Weak - 23	Weak - 40	Teachers
Measures	Score	State Score	Respondent
Collaborative Practices	Neutral - 51	Neutral - 57	Teachers
Collective Responsibility	Very Weak - 1	Weak - 23	Teachers
Quality Professional Development	Weak - 39	Neutral - 43	Teachers
Teacher-Teacher Trust	Very Weak - 1	Weak - 35	Teachers
Essential	Score	State Score	Respondent
Involved Families - the entire staff builds strong external relationships	Weak - 25	Neutral - 43	Teachers
Measures	Score	State Score	Respondent
Teacher- Parent Trust	Very Weak - 1	Weak - 23	Teachers
Parent Involvement in School	Very Weak - 15	Weak - 36	Teachers

Parent Influence on Decision Making in Schools	Neutral - 58	Strong - 70	Teachers
Essential	Score	State Score	Respondent
Supportive Environment - the school is safe, demanding and supportive	Neutral - 47	Strong - 79	Students
Measures	Score	State Score	Respondent
Peer Support for Academic Work	Strong - 76	Very Strong - 99	Students
Academic Personalism	Strong - 76	Very Strong - 99	Students
Safety	Very Weak - 1	Weak - 35	Students
Student-Teacher Trust	Weak - 34	Strong - 69	Students

After receipt of 5Essentials survey results in April of 2015, the Pine Crest leadership team participated in a facilitated root cause and problem solving session with staff from UChicago. The leadership team analyzed their survey data and developed an action plan which targeted the 5Essentials domains of “Ambitious Instruction”, “Collaborative Teachers” and “Supportive Environment”. This action plan will be implemented in 16-17.

In late summer 2016, leadership at Pine Crest Elementary participated in a student achievement and test results analysis workshop. Attendees were provided detailed information on the Florida School Accountability requirements with detailed focus on the new methods of calculating student learning gains. The leadership team at Pine Crest leadership utilized 2016 FSA results to analyze student achievement levels and learning gains data by grade level, by student demographic and teacher. Individual student results were analyzed and organized to determine appropriate interventions for 2016-2017. By having access to this detailed level of data analysis in late June, school leaders could adjust teacher and student schedules, plan for student differentiated interventions and target professional development to specific areas of need for implementation in 2016-2017.

As a follow up to this detailed analysis, Pine Crest Elementary will work with the Office of Assessment and Accountability to conduct an in-depth data analysis based on school accountability data. This work will occur in early fall of 2016, and will focus on a comparison of 2015 and 2016 student test results. Analyzing subgroup performance will be a major component of this process. A student regression analysis will allow

school leaders to examine student achievement trends. In partnership with the district's Office of Assessment and Accountability, the leadership team at Pine Crest Elementary will perform a deep analysis of this data, participate in a collaborative problem solving session, and develop school improvement goals for the 2016-2017 academic year.

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.

Pine Crest Elementary, the district's only "F" rated school, has been persistently low-performing and, as such, is required by the FDOE to implement the district-managed turnaround option. To make certain that Pine Crest executes a successful turnaround model, the district has taken steps to ensure the school is well-positioned with local capacity to implement the proposed intervention strategies with fidelity.

In July 2015, the Superintendent appointed a new Executive Director for Elementary Education to supervise Pine Crest Elementary School. On the first iReady Diagnostic test administered in September 2015, Pine Crest students performed significantly below all other elementary students. In addition, student performance on the 1st Trimester Common Assessments was the lowest among all schools in almost every category. These indicators of low levels of student learning, combined with data collected on school walkthrough visits, from iObservation, and other sources, led the Executive Director to conduct a series of focus group conversations with individual and small groups of teachers and support personnel at the school. Through these conversations, several consistent areas of concern were identified:

- Consistent expectations for student behavior are not enforced.
- Student misbehavior negatively impacts instruction.
- There is a high degree of student nonattendance.
- Students are lacking in foundational skills.
- The instructional frameworks are inconsistently implemented.
- PLCs are dysfunctional.
- Poor communication from leadership is the norm.
- Lines of authority and responsibility are unclear.
- Instructional coaches spend most of their time on non-coaching tasks.
- Classroom walkthroughs, monitoring and feedback from administration are infrequent.
- Parent involvement in the school is minimal.

Consequently, the principal was notified she would be reassigned to another school. This individual ultimately left the District for employment outside of education. A new principal was assigned to the school for school year 2016-2017 and began work on June 1, 2016.

The data below provides evidence of the rationale for the turnaround option selected.

School Grades Trend

School	2013/14	2014/15 ¹	2015/16
Pine Crest*	D	D	F

* FDOE Lowest 300 Performing Elementary Schools, 2015/16

Spring 2016 FSA ELA, Proficiency (All Students)

School	# Tested	# Lv3 and above	% Lv3 and above
Pine Crest	367	91	25%
Title I ES Total	5324	2450	46%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA ELA, Learning Gains (Accountability)

School	White	Black	Hispanic	Other	FRL	SWD	ELL	All
	% LG	% LG	% LG	% LG	% LG	% LG	% LG	% LG
Pine Crest	45%	33%	31%	55%	37%	24%	17%	37%
Title I ES Total	54%	37%	49%	60%	45%	27%	39%	48%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA Math, Proficiency (All Students)

School	# Tested	# Lv3 and above	% Lv3 and above
Pine Crest	371	109	29%
Title I ES Total	5364	2793	52%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA Math, Learning Gains (Accountability)

School	White	Black	Hispanic	Other	FRL	SWD	ELL	All
	% LG	% LG	% LG	% LG	% LG	% LG	% LG	% LG
Pine Crest	43%	27%	38%	45%	37%	19%	36%	36%
Title I ES Total	61%	41%	51%	68%	49%	35%	49%	53%

Data Source: 2016 FSA Spring Results File

Spring 2016 FSA Math, Learning Gains (Accountability)

School	White	Black	Hispanic	Other	FRL	SWD	ELL	All
	% LG	% LG	% LG	% LG	% LG	% LG	% LG	% LG
Pine Crest	43%	27%	38%	45%	37%	19%	36%	36%
Title I ES Total	61%	41%	51%	68%	49%	35%	49%	53%

Data Source: 2016 FSA Spring Results File

In January 2016, a team of teachers and administrators from the school, along with the Executive Director and District level support staff, attended the Harvard Turnaround Institute in Orlando, FL. As a result of this professional learning, the team developed a Theory of Action for implementation in 2016-2017. Ongoing work with Harvard will continue in Fall 2016.

The District-Managed Turnaround option selected by the newly formed District Turnaround Team (see below) will focus on improving the quality of teaching and learning through a focused implementation of the SCPS Instructional Model, to be accompanied by intense monitoring from the school leadership team and the District Turnaround Team. The purpose of this work will be to build an instructional culture that results in increased effectiveness of rigorous, standards-based instruction. An additional assistant principal has been assigned to the school to increase the capacity to monitor classroom instruction and provide feedback to teachers on a frequent, possibly daily, basis. To support the

leadership capacity to engage in this work, the District plans to contract with Learning Sciences International (LSI) to provide on-site classroom visitations using their RigorWalk tools and intensive differentiated support for the leadership teams and teachers at each school.

The school will implement a comprehensive, campus-wide student engagement plan supported by a school behavior interventionist, social worker and additional guidance counselor. A partnership with the Seminole County Sheriff's Department's Truancy Task Force will provide support to work with families to improve student attendance and behavior. A collaboration with the University of Central Florida will introduce a social-emotional learning component into the school day to work hand-in-hand with the school guidance counselors, behavior interventionist and social worker.

The District has a newly formed Turnaround Team. The turnaround lead for Pine Crest Elementary School is Dr. Robin Dehlinger, Executive Director of Elementary Education for SCPS. Dr. Dehlinger reports directly to the Superintendent, Dr. Walt Griffin.

The Turnaround Team members are: Dr. Anna-Marie Cote, Deputy Superintendent of Instructional Excellence & Equity; Dr. Robin Dehlinger and Dr. Marian Cummings, Executive Directors of Elementary Education; Boyd Karns, Executive Director of Human Resources; Dr. Michelle Walsh, Executive Director of Exceptional Student Support Services; Mark Russi, Director of Employee & Governmental Relations; Kelly Thompson, Coordinator of Assessment & Accountability; Dewitt Lewis, Director of Federal Programs; Dr. Leslie Durias, Coordinator of Elementary Curriculum; Jamee Minnetto, Coordinator of Resource Development; and Kaitlin Trippany, Performance Data Analyst.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

The District-Based Leadership Team includes the following staff members:

Dr. Walt Griffin, Superintendent; Dr. Anna-Marie Cote, Deputy Superintendent; Dr. Robin Dehlinger, Dr. Marian Cummings, Dr. Shelia Windom and Mike Gaudreau, Executive Directors of Elementary, Middle and High Schools; Dr. Michelle Walsh, Executive Director of Exceptional Student Support Services; Dr. Jason Wysong, Executive Director of ePathways and Strategic Partnerships; Boyd Karns, Executive Director of Human Resources; Shawn Gard-Harrold, Director of Teaching and Learning; Mark Russi, Director of Employee, Governmental and Personnel Services; Cheri Meyers, Director of Staffing; Minnie Cardona, Director of English Language Learners and Student Support; and Kelly Thompson, Coordinator of Assessment and Accountability.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The District Leadership Team serves as the Superintendent's Cabinet and meets weekly to conduct the instructional and operational business of the system. On a regular schedule, reports related to student progress monitoring, MTSS, student discipline, gifted identification, advanced opportunities, and teacher attendance are presented with aggregation by district and by school. In particular, the Superintendent starts each meeting with a roundtable discussion of the district's most at-risk schools. These data reviews and discussions inform the development and implementation of policies and procedures that guide the school-based leadership teams and provide direct support systems.

The Superintendent has focused on two priorities over the last four years: (1) Build Relationships, and (2) Earn One Year of Growth for One Year of Instruction. The District Improvement and Assistance Plan (DIAP) includes two district improvement goals that support the Superintendent's Initiatives: (1) Teachers at all schools will implement research-based best practices for standards-based instruction, including effective core instruction, implementation of data-driven differentiated instruction, and monitoring of instruction by administrators/coaches to ensure an increase in student achievement in ELA, Math and Science; and (2) All schools will implement student-owned progress monitoring systems to (a) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access help and support; and (b) to increase and improve student motivation and relationships.

Additional supports provided to Pine Crest Elementary School include:

- Additional pay for teachers related to extended school hours, weekend and summer professional development
- Additional instructional coaching and prioritized support from the Department of Teaching and Learning
- Additional support for school leaders and instructional staff from Learning Sciences International (LSI)
- Ongoing school visits with embedded coaching for school principal with LSI (Learning Sciences International)
- Ongoing monitoring through classroom walkthroughs and embedded coaching from content specific experts in the Department of Teaching and Learning
- Support for social-emotional and relationship building through services of a full-time social worker
- Offering of a Spring 2017 Recruitment Fair focused on turnaround school support
- Waiver of requirement to take transfers from other district schools
- Flexibility to adjust instructional plans as needed
- Regular monitoring and support for the principal from the Executive Director
- Side-by-side coaching from Principal-on-Assignment for School Renewal
- Attendance by principal at the Harvard Turnaround Institute in Summer 2017

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

The Principal, Mr. Alexis Agosto, reports to the turnaround lead for Pine Crest Elementary School, Dr. Robin Dehlinger - Executive Director for Elementary Education.

Specific support provided to the school principal includes:

- Weekly school visits by the Executive Director to monitor turnaround activities and provide feedback
- Monthly reviews of data by the Executive Director with the school principal, to include teacher and student attendance, MTSS, discipline, staffing and student performance data
- Monitoring, coaching and feedback on the implementation of the SCPS Instructional Model by the Executive Director
- Frequent classroom walkthroughs for monitoring and feedback purposes by LSI team
- Bi-weekly classroom walkthroughs with the Executive Director, school principal and administrative team
- Ongoing support by Human Capital Partner in recruiting, retaining and supporting staff

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

STAFFING

The school's Principal will be provided the flexibility and authority to make all staffing assignments necessary to improve student achievement. The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements.

SCHEDULING

The Principal has the flexibility to develop the master schedule in a way that best meets the school's needs. The Principal is provided the autonomy to decide which instructional and intervention resources would best supplement the core instruction based on student performance.

BUDGET

The Principal has operating flexibility in the area of budgeting so that he can lead a comprehensive approach to substantially improve student achievement outcomes. The Principal determines the expenditures for his operating budget and internal accounts. Title I funds will be used to support supplementary school improvement and turnaround activities in the district's lowest achieving school. The Principal works with his Executive Director and district Title I staff to develop the school's Title I budget.

In addition, a supplemental Assistant Principal-on-Assignment will be positioned at Pine Crest Elementary School to support transformational activities. The school Principal will lead the selection process for the supplemental Assistant Principal-on-Assignment. The Assistant Principal-on-Assignment will meet the minimum state qualifications required for the position and will have significant knowledge of the district's instructional model.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

The Human Resources Department will work closely with the school's Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance. The Human Resources Department will assign a Human Capital Partner to specifically assist the Principal with recruiting and retaining highly effective/highly qualified staff.

In May of 2017, all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from the FDOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

In May of 2017 all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from DOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

Pine Crest Elementary will be provided priority status when filling all teaching vacancies at the end of the 2016-2017 school year. This status includes strategies such as early contracts, continuous recruitment efforts by the HR partner, and district provided job fairs.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1 - The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

- Seminole County Public Schools will add additional staff to Pine Crest Elementary in order to assist in the progress monitoring of the Common Trimester Assessments, as well as iReady data, and support the instructional implications for teachers. This data will be formally monitored on a monthly basis through data analysis and classroom observation in order to ensure all students are receiving high-quality instruction in the Florida Standards.
- Changes in instruction will be monitored the additional iReady instructional support personnel, as well as the school's administration.
- Additional staff from the Department of Teaching and Learning will meet with grade level teams on a monthly basis to analyze data, guide instructional decisions, and monitor the implementation of these strategies through classroom visits.
- The district's Instructional Practice Specialist will also provide targeted assistance to those teachers with unsatisfactory VAM scores in order to improve instruction. These plans will be individualized, based on the needs of each teacher.
- Extended planning time will be offered each trimester to ensure instruction is based on data, with the support of the Department of Teaching and Learning Content Specialists Seminole County Public Schools will utilize the iReady instructional support personnel to ensure students are receiving individualized instruction during core curriculum time, as well as in the intervention/enrichment block. The iReady support personnel will focus on using data to guide small group instruction within the iReady toolbox.
- Seminole County Public Schools' Digital Implementation Manager will provide feedback related to the blended efforts at Pine Crest Elementary.

Area of Focus 2 – IP support for differentiation – strategic plan for implementing and monitoring –

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

- The Department of Teaching and Learning will provide ongoing training in differentiated instruction, as well as monitor the effects of that training through unit assessment data and iReady data on a monthly basis.
- Additional support and training in the Multi-Tiered System of Support process will be provided for all staff. The Department of Teaching and Learning will provide ongoing monthly trainings in research-based intervention programs.
- The school will leverage teacher leadership by developing and utilizing the skills of the UF Instructional Coach Alumni, ECET2 Teacher Leaders, and Leadership Pathways Cohort members districtwide to influence instructional practices to benefit differentiated instruction on this campus.
- Multi-Tiered System of Support meetings will take place on a weekly basis in order to monitor students in need of additional support and provide that support in a timely manner. Further, a supplemental Social Worker (ESSS/Title I funded) will support social-emotional development. The social worker conducts group and individual therapy. She is an integral part of Family Engagement Activities and visits homes of truant students. The school social worker is an active member of the MTSS process.
- The Executive Director of Exceptional Student Support Services has prioritized Pine Crest as one of the first schools for which a comprehensive Best Practices for Inclusive Education (BPIE) Plan will be developed.
- The Director of ESOL and World Languages has assigned a district Teacher on Assignment to visit the school monthly to review ELL student achievement data, attendance, behavior and parent communication needs. The Director of ESOL and World languages will work with the Coordinator of Family and Community Outreach to contact ELL parents once per quarter for the purposes of discussing their student’s strengths and accomplishments and offering needed support.
- With assistance from the Department of Teaching and Learning, staff at Pine Crest Elementary will utilize a technology-rich environment to provide individualized learning paths for students. This will meet the needs of diverse learners and maximize small group instruction to remediate skills identified through progress monitoring systems, as well as provide enrichment for students that have demonstrated mastery of current standards.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

During the 2013-2014 school year, the Broad Foundation did an extensive site visit of Seminole County Public Schools. The analysis provided by the Broad Foundation provided several organizational recommendations specifically related to Human Resources and the support of our most challenged schools. Those recommendations included improving the recruitment, selection, orientation and on-boarding approaches for all staff but especially for instructional staff. A recommendation was made to more effectively cultivate and place highly effective instructional staff at the District's most challenged schools. The Broad report also identified areas of improvement in professional development, particularly as it relates to feedback loops to determine the effectiveness of district-provided and/or sponsored trainings.

In February 2015, the Urban Schools Human Capital Academy conducted a two-day site visit specifically focused on our Human Resources Department. From this visit, several recommendations were made to strategically address the areas not only identified by Broad, but other Human Resources areas where we could operate more efficiently and more effectively support all schools and school leadership within our district. As a result, in April 2015 Seminole County Public Schools entered into a joint partnership with the Florida Department of Education and the Urban Schools Human Capital Academy to begin a three-year project to improve our systems approach to human capital acquisition, talent management, and human resources operations.

Through this project we identified that the key component to achieving the previously stated goals was to significantly improve our recruitment, application, hiring and on-boarding process with the stated goal of hiring the best teacher for every classroom.

The analysis by the Urban Schools Human Capital Academy made 22 recommendations for improvement. As of July 1, 2016, the district has - in whole or in part - implemented 18 of these recommendations, and are still working on full implementation of many other recommendations. District staff continue work with the Urban Schools Human Capital Academy and, as such, are continuously identifying areas for improvement and efficiency.

The district is committed to increase the number of extraordinary leaders serving at every level of operation in Seminole County Public Schools through experiential learning and reflective practice. This will be accomplished through our Leadership Pathways Department with the goal of building internal leadership capacity by providing opportunities for principals and assistant principals to serve as peer facilitators and to lead small groups of colleagues in instructional rounds.

The school's Principal will have flexibility and authority to make all staffing assignments necessary to improve student achievement. The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements.

Teachers who received less than an Effective final evaluation rating for the 2015-2016 will be transferred out the school.

In May of 2017, all VAM teachers at the school will be reappointed to the district with their school assignment not identified until the 2016-2017 VAM results are received from the FDOE. Teachers receiving less than an Effective 2016-2017 VAM rating will be assigned to a different school within the district.

Pine Crest Elementary will be provided priority status when filling all teaching vacancies at the end of the 2016-2017 school year. This status includes strategies such as early contracts, continuous recruitment efforts by the HR partner, and district provided job fairs.

The Human Resources Department will work closely with the Principal to provide guidance, provide support, and reassign/replace instructional staff who demonstrate less than effective performance. The Human Resources Department will assign a Human Capital Partner to specifically assist the School Principal with recruiting and retaining highly effective/highly qualified staff.

The District will continue its involvement with the Urban Schools Human Capital Academy with specific emphasis on supporting Principals at the two turnaround schools by making it a priority to hire and retain the very best teachers.

- The District's Leadership Pathways Department will build internal leadership capacity at these schools by engaging the principals and assistant principals in instructional rounds with other administrators across the district.
- The District will leverage teacher leadership at these schools by developing and utilizing the skills of UF Instructional Coach Alumni, ECET² Teacher Leaders and Leadership Pathways Cohort members to influence instructional practices on their campuses.

As mentioned previously in this document, the district identified barriers influencing student learning and achievement through on-site visits, analysis of the 5Essentials survey indicators, and schoolwide results on state required assessments. The primary goal is to ensure the success of school leaders and instructional staff in raising student achievement to high levels.

For 2016-2017, many changes and supports have been implemented in the areas of Ambitious Instruction, Collaborative Teachers and Supportive Environment. The purpose of this support is to build an instructional culture that facilitates increased effectiveness of rigorous, standards-based instruction that results in significant improvement in student learning.

To address barriers identified in the areas of Ambitious Instruction, Collaborative Teachers and Supportive Environment, the following supports are among those that have been identified and will be provided:

- Additional pay for teachers related to extended school hours, weekend and summer professional development opportunities.
- Additional instructional coaching and prioritized support from the Department of Teaching and Learning for areas identified as high need through professional learning communities and administration.
- Additional support for school principals and instructional staff from LSI to support the systemic development of instructional leadership and standards-based instruction with rigor for all students to achieve high levels of performance.
- Ongoing monitoring of instruction through classroom walkthroughs.
- Embedded coaching to support standards-based instruction from content specific experts in the Department of Teaching and Learning.
- Implementation of a comprehensive, campus-wide student engagement plan supported by a school behavior interventionist, social worker and additional guidance counselor.
- Partnership with the Seminole County Sheriff's Department's Truancy Task Force to work with families to improve student attendance and behavior.
- Flexibility for school leaders and teachers to adjust instructional plans to meet the curriculum needs of the students, as identified through data analysis.
- Regular monitoring and support for the principal from the Executive Director.
- Side-by-side coaching from the Principal on Assignment for School Renewal.
- Attendance by principal at the Harvard Turnaround Institute in Summer 2017.
- Weekly school visits by the Executive Director for monitoring and to provide feedback.
- Monthly reviews of data by the Executive Director with the school principal to include teacher and student attendance, MTSS, discipline, staffing and student performance data.
- Monitoring, coaching and feedback on the implementation of the SCPS Instructional Model by the Executive Director.
- Frequent classroom walkthroughs for monitoring and feedback purposes by LSI team.