

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)

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.

Lancaster Elementary 0851

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.

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

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Methodology and Data Collection – Lancaster Elementary

Lancaster’s leadership team surveyed students, parents, faculty and staff using stakeholder surveys provided by AdvancED to identify strengths and needs. The team surveyed parents electronically at school functions, using computer lab settings. The survey link was also available to parents via the school website. Parents were notified by a flyer that was sent home with all students and a recorded phone message was sent to families requesting participation. This resulted in a 20.62% response rate. Students in grades 2-5 completed the survey electronically using laptops during their special area classes (PE, Drama and Music) during a two week time frame. This resulted in a 50% response rate. All faculty and staff were sent a link via email and encouraged to participate in the survey. Staff were allotted 45 minutes of planning time to complete the survey. This resulted in a 91.55% response rate. For adult respondents (staff and parents), the survey response scale was based on the following: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 - Strongly Agree. The survey response scale for students was based on the following: 1 – I don’t agree, 2 – I am not sure, 3 – I agree.

Results

Effective Leadership

Adult (staff and parent) respondents rated the school effective. The average response rate for *Governance and Leadership* was 4.39 (scale 1-5). Staff rated the highest area as “regularly evaluates staff members on criteria designed to improve teaching and learning, while viewing an area for improvement to be “involving stakeholders effectively in the schools’ purpose and direction.” Parents consistently believe that leadership and staff foster a culture consistent with the school’s purpose and direction. The average response rate in this area for students was 2.68 (scale 1-3). Students were fairly consistent in all questions surveyed in this area. In response to the statement, “In my school I am treated fairly,” the response rating was 2.69. For the statements, “students treat adults with respect” and “my teachers want me to do my best work,” the overall rating was 2.68.

Ms. Suggs was appointed as principal of Lancaster Elementary for the 2014-2015 school year, replacing the school leadership from the prior year. This decision was based upon her successful experiences at similar schools within the district. Her prior principal assignment was at Ventura Elementary, a bilingual school with a Pre-K VE program. For four out of the five years under her leadership, the school held either an “A” or “B” rating. Although the school grade dropped in 2012-2013 school year, her focus on implementing structures that provided a systematic approach to instruction improved the letter grade from a “C” to a “B” in 2013-2014. Ms. Suggs’ assistant principal assignments were in Title I schools with high ELL populations and included McCoy Elementary, Oakshire Elementary, and Meadow Woods Elementary. Dr. Danielle Alchin, assistant principal joined Lancaster in October 2014. At Jackson Middle and Dover Shores Elementary, Dr. Alchin assisted in the development and implementation of school wide positive behavior systems and supported behavior interventions involving kindergarten through 7th grade students. Jackson Middle earned recognition as an AVID demonstration site and was an IB school. Dr. Alchin provided direct support to teachers at Dover Shores, facilitating lesson study for kindergarten, first and second grade level teams, developing instructional focus calendars, common assessments, and vertical K-5 curriculum support. Based on the school leadership’s past experiences and the supports in place, the district feels the leadership team will be successful in improving the school’s letter grade.

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In the area of *Teaching and Assessing for Learning*, parent respondents rated the school 4.68, however staff ratings were lower (4.1). An area believed that Lancaster did well in was common assessment consistency and grading policies throughout the school. Based on responses, there is an indication that support is needed in using results for continuous improvement. More specifically, an area of concern is the need for all teachers to use a process to inform students of their learning expectations and standards with specific and timely feedback based on multiple assessments. Staff also rated a related indicator 3.97 noting that staff needs support with effectively collecting, analyzing and applying a range of data sources, and comparing trends to better address student learning, instruction, program evaluation and organization conditions needed to meet goals. Students indicated that teachers created an environment that supported their learning (2.90) and that teachers helped them learn things they will need in the future (2.87).

Safe and Supportive Environment

Based on parent respondents, 96.13% either strongly agreed or agreed that Lancaster has provided a safe learning environment. Staff rated the school 4.03 in having a positive and supportive environment. Students rated the school as being safe and clean (2.6). Over 88% of students agree that there is a supportive learning environment.

Discussion

Based on the survey results, there are areas of strength as well as areas of growth. The areas with the most positive responses were, *Purpose and Direction*, *Governance and Leadership*, *Teaching and Assessing for Learning*, with a 4.39 rating.

Although all categories were rated effective, there are still opportunities for improvement in the area of *Resources and Support Systems*, specifically in the area of providing time and resources to support schools goals and priorities. Additionally, in the area of *Using Results for Continuous Improvement*, the school should focus on using a systematic process for collecting, analyzing, and using data to address student needs, and prioritize resource allocations to support the purpose and direction of the school. Parent and student responses suggest better communication and more meaningful engagement of families is warranted.

Standards	Parent (1-5)	Staff (1-5)	Average Adult Response for Category	Students (1-3)
Purpose and Direction	4.64	4.14	4.39	2.89
Governance and Leadership	4.62	4.16	4.39	2.68
Teaching and Assessing for Learning	4.68	4.10	4.39	2.80
Resources and Support Systems	4.66	4.03	4.34	2.81
Using Results for Continuous Improvement	4.66	4.10	4.38	2.76
Average Response by Stakeholder Group	4.65	4.11	4.38	2.79

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Student Performance and Extenuating Factors

For the 2012-2013 school year, Lancaster scored points in the ‘F’ range, however they were protected from a fall to an ‘F’ grade due to the rule that permitted school grades to drop only one grade per year. At that time, the district replaced the principal leader with one who had a successful record of positive student achievement at a similar school within the district. There was a subsequent increase in the school grade from the “F” category to the “D” category. Lancaster has continued to earn a D for three consecutive years. Based on the school grades calculation, Lancaster earned 35% of the total possible points, placing them four (4) percentage points away from the next lower (“F”) category and six (6) percentage points away from the next higher (“C”) category. Below is a comparison of student performance on FSA and FCAT 2.0.

School Accountability Data (Florida Standards Assessment): 2014-15 and 2015-16

School Grade Components and Totals (FLDOE)

	2014-15	2015-16
ELA Achievement	36	33
ELA Learning Gains	N/A	35
ELA Lowest Quartile	N/A	37
Math Achievement	40	39
Math Learning Gains	N/A	38
Math Lowest Quartile	N/A	31
Science Achievement	31	34
Percent of Points	36%	35%
School Grade	D	D

School Accountability Data (FCAT 2.0): 2010-11 through 2013-14

FCAT 2.0 Assessment School Grade Components and Totals (FLDOE)

	2010-11	2011-12	2012-13	2013-14
Reading Achievement	70	39	37	35
Math Achievement	65	43	42	46
Writing Achievement	94	88	34	37
Science Achievement	33	26	47	37
Reading Learning Gains	66	52	54	59

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Math Learning Gains	54	48	46	58
Reading Lowest Quartile	59	61	59	66
Math Lowest Quartile	55	54	55	60
Points Earned	496	411	374	398
School Grade	B	C**	D*	D

* Though Lancaster scored points in the 'F' range, they were protected from a fall to an 'F' grade due to the rule that permitted school grades to drop only one grade per year.

** Though Lancaster scored points placing it in the 'D' range, they were protected from a fall to a 'D' grade due to the rule that permitted school grades to drop only one grade per year

Behavior and Attendance

Student behavior and attendance have an impact on learning. These factors are a concern at Lancaster Elementary. When comparing the 2015-2015 school year to the 2014-2015 school year, Level 1 offenses more than tripled; Level 2 offenses increased by more than 100%; and Level 3 offenses increased by 53%. It is noted that the more serious offenses (Level 4) decreased. In-school suspensions decreased, however out-of-school suspensions increased.

School Referrals

	2013-14	2014-15	2015-16
Level 1	38	11	34
Level 2	123	68	139
Level 3	58	116	178
Level 4	1	8	2
Total	220	203	353

School Suspensions

	2013-14	2014-15	2015-16
In-school suspensions (Students)	18	5	1
In-school suspensions (Total)	24	5	1
Out-of-school suspensions (Students)	22	39	62

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Out-of-school suspensions (Total)	39	58	96
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During the 2015-2016 school year at Lancaster Elementary, 905 students were enrolled, compared to 886 students enrolled in 2014-2015.

Student Attendance

	Total Absences 1-9 Days	Total Absences 10+ Days	Total Absences 10-20 Days	Total Absences 21+ Days
2015-2016	612	393	285	108
2014-2015	623	370	288	82

The attendance rate for the instructional staff at Lancaster Elementary was 12.15% compared to the district rate of all instructional employees of 7.64%. The school is seeking ways to motivate and encourage consistency with attendance among both the students and instructional staff.

Teacher Recruitment, Retention, and Experience,

Selected schools, such as Lancaster, are given priority in the district's reappointment and recalculation process. Lancaster is among targeted schools that receive the list of recruited candidates prior to district-wide release. The school also receives consideration for district job fair events, and is provided lists of registered candidates in advance. To ensure students receive instruction from a certified teacher, instructional coaches at the school and district level assist with instructional vacancies until positions are filled. The district provides several incentives to reduce turnover. These include supplements for Title I status of \$110, Focus/Priority status of \$110, if qualified, and a targeted school supplement of \$2,600. The district also hosted an event to recruit high impact teachers to transfer to Lancaster and other targeted schools.

Below is information for Lancaster and the district based on the 2015-16 statewide value-added files provided by the FLDOE as of the end of the 2016 school year. To be included, the teacher must have taught in the 2015-16 school year.

Category	Lancaster	District
Highly Effective	3.7%	15.1%
Effective	37.0%	53.6%
Needs Improvement	25.9%	14.1%
Unsatisfactory	33.3%	17.2%

A hold harmless agreement was in place in which all instructional staff received a VAM score of 3.49 for 2013-2014 and 2014-2015. The parameters for 2015-16 are being outlined. At the end of the 2016-2017 school year; all teachers with unsatisfactory ratings will reassigned to a new work location. OCPS did not receive the VAM scores in time to reassign teachers.

Of Lancaster's 68 instructional staff members, 44% are new to the district; 45% have three years or less of overall teaching experience.

Teacher experience ranges from 0 years to 27 years, with an average of 8 years of teaching experience. To develop expertise, the

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use multiple sources to monitor, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and 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.

Lancaster has earned a school grade of "D" for three consecutive years. When analyzing multiple data sources, such as discipline rates, student and staff attendance, academic proficiency rates, learning gains in ELA and mathematics, all show a need for improvement. This indicates that Lancaster needs additional support in order to make the type of growth needed to ensure a high performing school within a reasonable timeframe. Using this option, Lancaster will be provided with a systemic approach to reduce and eliminate barriers impeding expected growth through the district's newly created Corrective Programs department, which has been created this school year to support schools identified by state, district, and school data as needing improvement. This targeted support includes district staff experienced in working with turnaround schools. The district will provide guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site for sustained improvement. The goal will be to develop leadership and provide supports and strategies to assist this struggling school in achieving expectations.

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

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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.

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.

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.

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.

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.

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.

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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.

Area of Focus 2

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.

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.

This year, Lancaster will receive support from various departments to include: Corrective Programs, Curriculum and Instruction, and Multilingual Student Education Services (MSES).

Orange County Public Schools created the Corrective Programs department this school year to support schools identified by state, district, and school data as needing improvement. This department will consist of Senior Administrators working directly with the Chief Academic Officer, Executive Director, Learning Community Administrators, and the school-based leadership team to systematically address areas of concern. They will partner with the Curriculum and Instruction Department in providing on-site support to the targeted schools. Corrective

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Programs will provide Lancaster ES with a Senior Administrator who has experience in working with turnaround schools and a proven record of providing support to school and district leaders that impacts their implementation of research-based practices and ultimately leads to an increase in student achievement.

The Lancaster Corrective Programs Senior Administrator will provide targeted on-site weekly support, implement a system of monthly walkthroughs to facilitate discussion, ongoing problem-solving, and strategic planning around internal systemic barriers. Additionally, the Senior Administrator will assist with the development of a school-wide system for data usage. This will include use of data in making data-driven decisions about curriculum, instruction, intervention, and assessment. The Senior Administrator will support schools in gathering, analyzing, and interpreting individual and group test scores; reviewing student performance data and setting targets for student achievement. The Senior Administrator will work collaboratively to develop leadership and build capacity at the school site on effectively using all resources for maximum effectiveness to improve student achievement.

OCPS Curriculum and Instruction Department will provide Lancaster Elementary with Program Specialists. The district will provide Lancaster with the WriteScore program and iReady. These programs will be used to progress monitor student progress in ELA reading, ELA writing, and mathematics. Professional development and ongoing implementation support will be provided to teachers and administrators at the school site to ensure appropriate use of the products.

Four Program Specialists will be assigned to build the capacity of the school-based coaches in the areas of math, reading, science, and the district's instructional framework. These specialists will provide on-site support at least three times per month. The Program Specialists will also provide professional development for school-based coaches focused on content, pedagogy monthly.

Multilingual Student Education Services will provide an instructional coach to Lancaster. The MSES instructional coach will provide weekly on-site support directly to bilingual classroom teachers. This support will include professional development on the following topics: linguistic spaces (physical environment of the classroom), Spanish language standards, configuration of time (how/when instruction is in Spanish and then in English, percentage of time). They will also support the implementation of the Spotlight Curriculum (K-3) and provide ELL support for students not in bilingual classrooms.

If the school grade does not improve to a letter grade of a "C", the Superintendent will replace the current principal by July 2017.