



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan – Step 1 (TOP-1)

3-Options

1. Reassignment and Closure
2. Charter School Turnaround Option
3. External Operator/Outside Entity

[District]
[School Name]

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Reassignment/Closure, Charter School Turnaround Option or External Operator/Outside Entity) to improve the school's grade to a "C" or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Reassignment/Closure, Charter School Turnaround Option or External Operator/Outside Entity). This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include the district name, school name and TOP-1.

School

In the box below, identify the name and MSID number of the school that will be supported through the turnaround option plan.

School Name/ MSID Number

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

Names and affiliation of CAT members:

Dates of CAT meetings (held and upcoming meetings):

What school data was analyzed?

Identified causes of low performance:

Recommendations for school improvement:

Other information:

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Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

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

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

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

Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district to implement the following school year if the school does not improve to a C or higher.

☐ **Closure (RC):** Close the school and reassign students to another school and monitor the progress of each reassigned student.

☐ **Charter School Turnaround Option:** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐ **External Operator/Outside Entity (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services or operate the school. Check applicable options (may include one or a combination):

☐ **District-managed charter school or high-performing charter school network; or**

☐ **Contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services.**

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If the district requests additional time to fully implement its current Turnaround Option Plan (TOP), it must complete the “Request for Extension of Turnaround Plan, Criteria and Due Date” section on the final page of this form. In the box below, the district must provide the rationale for its request for an extension rather than implementing the selected option in the following year.

Selected Turnaround Option Plan Rationale

In the box below, describe the district’s efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Reassignment and Closure (RC)

Assurance 1: Close and Reassign Students

- ☐ The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- ☐ The district shall ensure that students from the closed school are not assigned to instructional personnel with VAM ratings or district evaluations that are below effective.

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Assurance 2: Monitoring Reassigned Students

☐ The district shall monitor the reassigned students and report their progress to the Department for three years on a quarterly basis with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida's State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM rating. The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

- ☐ The district shall ensure, for the upcoming school year, instructional personnel from the closed school with VAM ratings that are below effective are not reassigned to other School Improvement (SI) schools within the district.
- ☐ The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district for the upcoming school year.
- ☐ The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:
1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

Charter School Turnaround Option Plan

Assurance 1: Close and Reopen School

- ☐ The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

☐ The district shall enter into a standard charter school turnaround contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

☐ The district shall select a charter organization that has a record of school improvement in turning around schools that are low-performing with students of similar demographics or a charter school with a record of high performance.

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Assurance 4: Selecting Leadership

☐ The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

Assurance 5: Selecting Instructional Staff

☐ The district shall ensure that the charter school operator has a staffing plan to make certain instructional personnel with VAM ratings or district evaluations that are below Effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

Assurance 6: Enrolling Students

☐ The district shall ensure the charter school operator provides enrollment preference to students who currently attend or who would have otherwise attended or been zoned for the school.

☐ The district shall ensure the charter school operator serves the existing grade levels served by the school at its current enrollment or higher.

Assurance 7: Operating the School

☐ The district shall ensure it continues to operate the school with the same level of resources after selecting the Charter School TOP and executes a standard charter school turnaround contract, a standard facility lease, and a mutual management agreement for planning and preparation purposes before the charter school operator assumes full operational control of the school.

Assurance 8: Contracting with a Charter School TOP

☐ The district shall enter into a standard charter school turnaround contract, standard facility lease, and mutual management agreement with a charter school operator on May 1 of the school year in which the school district selected the Charter School TOP and must execute it no later than October 1 of the school year following the selection of the Charter School TOP.

External Operator (EO)

Assurance 1: Selecting a Successful EO/Outside Entity

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

Assurance 2: District Capacity and Support

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

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

Assurance 3: Selecting Leadership

☐ The district and the EO/Outside Entity shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

☐ Ensure the principal will be replaced upon entry into EO/Outside Entity unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Assurance 4: Selecting Instructional Staff

☐ The district and the EO/Outside Entity must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

☐ If the district establishes a district-managed charter school or a high-performing charter school network, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

☐ The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

☐ The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

☐ The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance.

☐ The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Assurance 5: Contracting with the EO

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

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1. Performance indicators and growth metrics that the EO/Outside Entity must meet during the term of the contract showing that the school is on track to earn at least a “C” grade within two years and that ties payment to such improvement;
2. The district’s authority to terminate or non-renew the contract for a second year should the EO/Outside Entity fail to meet the performance indicators, growth metrics or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
4. EO/Outside Entity’s record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
5. Where the district has an existing contract with the EO/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity;
6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO/Outside Entity demonstrates that the school has achieved at least a “C” grade or that the school has improved by at least four school grade percentage points overall; and
7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least “C” within two years of the release of school grades.

Timelines

This timeline applies if the district selects RC.

- ☐ For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.
- ☐ For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

This timeline applies if the district selects Charter School TOP.

- ☐ For Cycle 1, the district acknowledges that the plan (TOP-2) and the district school board-approved standard charter school turnaround contract are due to the Department by October 1.
- ☐ For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed standard charter school turnaround contract are due to the Department by January 31 and the district school board-approved standard charter school turnaround-contract, standard facility lease and mutual management agreement are due to the Department by May 1, prior to the plan’s implementation.

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☐ For Cycle 2-4, the district acknowledges that it must execute the district school board-approved and State Board of Education-approved standard charter school turnaround contract, standard facility lease and mutual management agreement no later than October 1 of the school year following the selection of the Charter School TOP.

☐ For Cycle 2-4, the district acknowledges that it must temporarily continue to operate the school for the remainder of the school year after selecting the Charter School TOP and the following school year until the charter school operator assumes full operational control of the school by July 1.

This timeline applies if the district selects EO/Outside Entity.

☐ For Cycle 1, the district acknowledges that the plan (TOP-2) and the EO/Outside Entity contract is due to the Department by October 1.

☐ For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed EO/Outside Entity contract are due to the Department by January 31, and the district school board-approved EO/Outside Entity contract is due to the Department by May 1.

Request for Extension of Current Turnaround Option Plan, Criteria and Due Date

☐ **The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a “C” or higher by the end of the following school year.**

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request, approved by the local school board, is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in section 1008.34(3)(b), F.S.;
3. The request demonstrates that the SI school has no instructional personnel with VAM ratings of Unsatisfactory and that the percentage of instructional personnel with VAM ratings of Needs Improvement is at or below the district percentage where the district has more than five schools, or the state percentage where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in Rule 6A.1.099811(16)(a)4., F.A.C.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

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In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should the SBE grant additional time.

Evidence that the five conditions were met:

Explain how the school will improve to a “C” or higher:

Outline proposed changes and strategies that will occur during the extended period:

Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of the person responsible for completion and submission of the TOP-1
Contact information: email, phone number
Date submitted to the RED and the Bureau of School Improvement
Superintendent Signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date approved by local school board