

**STATE BOARD OF EDUCATION**  
**Action Item**  
August 31, 2016

**SUBJECT:** Review of Revised Turnaround Option Plan for School District of Alachua County

---

**PROPOSED BOARD ACTION**

Consideration of Turnaround Option Plan for Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1008.33, Florida Statutes

**EXECUTIVE SUMMARY**

Alachua County has one school that requires a revised turnaround plan:

- Lake Forest Elementary School

---

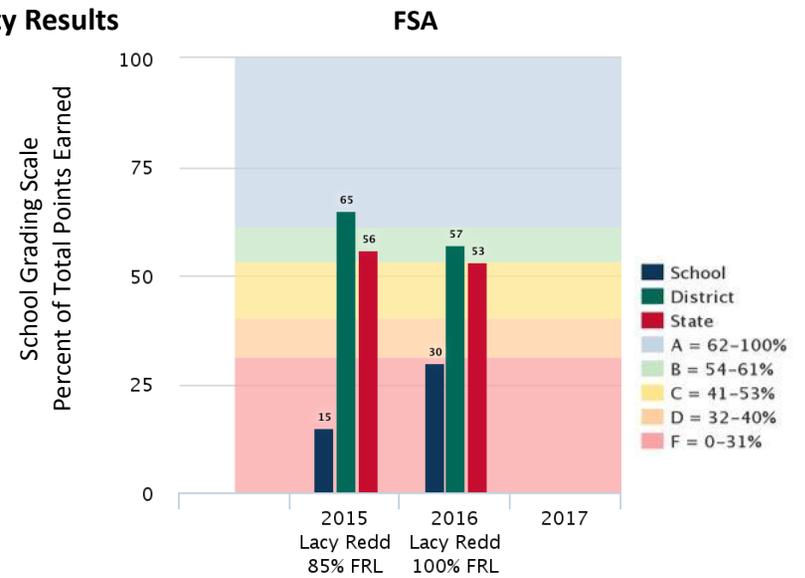
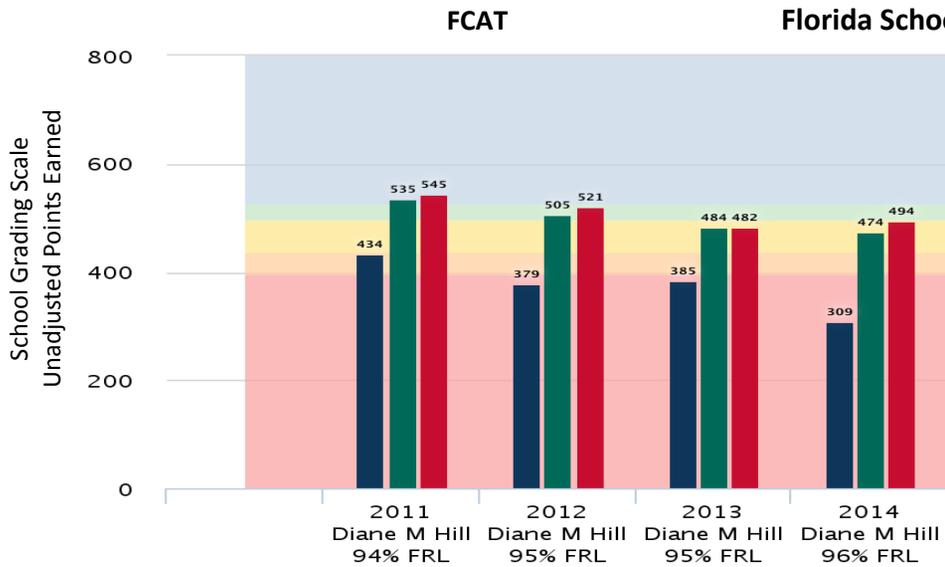
**Supporting Documentation Included:** School Data Profile and Revised 2016-17 Turnaround Option Plan

**Invited Presenters:** Sandy Hollinger, Interim Superintendent, Alachua County Public Schools; Hershel Lyons, Chancellor, K-12 Public Schools; and Wayne Green, Regional Executive Director, Bureau of School Improvement

## LAKE FOREST ELEMENTARY SCHOOL

### 2015-16 Turnaround Status: Implementing Year 3

	2011	2012	2013	2014	2015 Baseline	2016
School Grade	D	F	F	F	F	F
Percent Points Earned	54%	47%	48%	39%	15%	30%



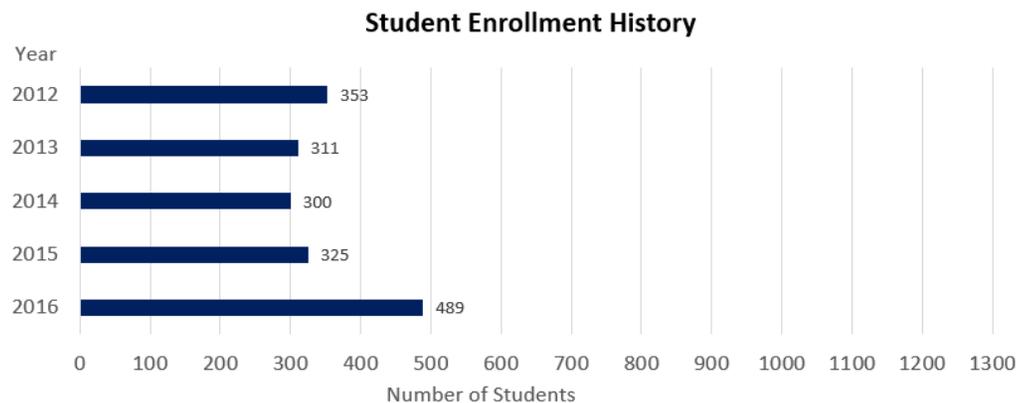
Percent of Teachers in VAM Classification 2015-2016				
Level (n)	Highly Effective	Effective	Needs Improvement	Unsatisfactory
School (9)	<b>0%</b>	<b>44%</b>	<b>33%</b>	<b>22%</b>
District (564)	<b>17%</b>	<b>55%</b>	<b>14%</b>	<b>14%</b>
State (51,022)	<b>18%</b>	<b>54%</b>	<b>14%</b>	<b>15%</b>

2016-17 Principal Karla Hutchinson (Confirmed by District 08/2016)

#### 2015-16 School Information

Grades Served: PreK-5  
 Percent of Economically Disadvantaged Students: 100%  
 Percent of Minority Students: 85.3%  
 Percent of English Language Learners: \*  
 Percent of Students with Disabilities: 22.7%

\* n= <10



**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.

0071 Lake Forest Elementary School
------------------------------------

**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**

School District of Alachua County

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.

**Needs Assessment Methodology**

Additional and specific district support is provided to all schools designated "F" and all are required to complete an SIP using Floridacims online template and the 8-step problem solving process. SIPs must include strategies to support district expectations. Plans are reviewed by the Executive Director of Elementary and Secondary Curriculum and monitored for implementation monthly by the specific Executive Director of School Supervision assigned to the targeted school. F schools receive addition support from district curriculum specialists, literacy coaches, and other district personnel and are required to hold regular meetings to review benchmark assessment data and early warning system data.

Throughout and at the conclusion of the current school year, the district reviewed data from the Executive Director of School Supervision's school visits; survey results and data from the teacher, parent, and student climate surveys; behavior and attendance data; the district-wide, standards-based, progress-monitoring assessments administered by teachers for reading and mathematics; and the 2016 Florida Standards Assessment ELA results.

Effective Leadership:

Teacher surveys indicate positive feedback regarding support from school administration, particularly in support for faculty collaboration toward a common vision and in administrative support for teacher ideas.

Survey Question	% Agree and Strongly Agree
School Leaders encourage faculty members to work toward the same goals to support the school's vision.	91%
School Leaders value teachers' ideas	86%

Data also indicates areas of growth for effective administrative leadership. Those areas are in support for common planning and team building and in building a positive culture.

Survey Question	% Agree and Strongly Agree
School leaders provide time for teachers to plan together and engage in team building.	73%%
School leaders build and sustain a positive culture with relationships based on trust, collegiality, and mutual respect.	73%

Public and Collaborative Teaching:

Teachers engage in collaborative lesson study during the school year. Grade-level team meetings are held weekly and student work and assessment data is shared among team members. In addition, cross-over grade-level student outcomes are shared on a scheduled basis with the administrative team, coaches, and the CIMS facilitator. Literacy and STEM coaches were assigned several days a week to the school for support in specific content standards instruction. A mentor coach was assigned to work directly with beginning teachers to ensure that standards-based instruction was in place.

Ambitious Instruction and Learning:

Data outcomes indicate that students at Lake Forest scored below the state and district average on FSA, ELA, and math standards assessments.

2016 FSA Results											
ELA						Math					
Grade Level	Lake Forest	District	State	School-District Difference	School-State Difference	Grade Level	Lake Forest	State	District	School-District Difference	School-State Difference
3 <sup>rd</sup>	14	54	54	-40	-40	3 <sup>rd</sup>	30	57	61	-31	-27
4 <sup>th</sup>	15	54	52	-39	-37	4 <sup>th</sup>	12	60	59	-47	-48
5 <sup>th</sup>	13	55	52	-42	-39	5 <sup>th</sup>	14	57	55	-41	-43

Grade level progress monitoring assessments in ELA and in Math indicate that scores of Lake Forest students in Kindergarten, while behind slightly, are close to the district average. Further data analysis, however, indicates that the achievement gap widens as students progress through the grade levels.

School District of Alachua County

**District Assessments, Lake Forest Student Average vs. District Average**

Grade	ELA Lake Forest	ELA District	Math Lake Forest	Math District
K	70	78	67	77
1	57	74	52	70
2	48	66	54	66
3	43	59	48	66
4	45	60	40	64
5	41	59	37	60

Two attendance indicators, student stability (mobility) and average daily attendance, are contributing factors in low achievement performance. Student stability, which is defined by the DOE as the percentage of students who are still in attendance when comparing survey 2 (October) to survey 3 (February), has been calculated at just over 89% for Lake Forest for the 2015-16 school year. Only one other district school had stability rates of less than 90%. Attendance rates at Lake Forest, although at 92% in 2015-16, are also the lowest in the district.

Data for the 2015-2016 school year indicates a forward trend in academic growth. Lake Forest had the third highest ELA gain with the lowest quartile students in Alachua County. Lake Forest also doubled the percentage of total points earned over last year from 15% to 30%, which puts Lake Forest only 2% points from a grade of D.

Safe and Supportive Environment:

There was an increase in the number of behavior referrals at Lake Forest when comparing the 2015-16 school year to previous years. The increase in these numbers is attributed to two factors: an increase in enrollment, which doubled, and a change in the protocols of data entry for behavior referrals. Previous to the change in administration, data entry of behavior referrals for defiance was inconsistently entered.

School Year	Number of Referrals	Enrollment
2014-2015	453	230
2015-2016	1101	516

The data indicate a need for additional student, teacher, and administrative support in managing behavior and in developing measures to focus on root cause and systemic issues among staff. Of additional concern is a need for strengthening social/emotional learning and providing

greater support from trained interventionists (school professionals trained in behavior management tactics, school social workers to furnish direct student services such as group counseling and individual student and family counseling, and mental health professionals to provide direct and embedded wrap-around services and treatment plans for students affected by mental health disorders).

Family and Community Engagement:

Lake Forest has broad community support. These community agencies include Compassionate Ministries, Catholic Charities, Westside Baptist Church, Holy Trinity Church, Bread of the Mighty Food Bank, the Salvation Army, and the Kiwanis Club of Gainesville. The school also receives support from the Foster Grandmother program.

Direct parent support is less apparent. While a small number of parents are active in the PTA, teachers hold the leadership positions in that association. For the most part, many parents are not directly involved, and attempts to make contact and to gain knowledge of parent and family needs have, so far, proven to be less than satisfactory

**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.

**Option 5:**

The Alachua County School District has selected Option 5, the Hybrid Plan. This plan involves further utilization and refinement of the district-managed turnaround option while adding support from two outside agencies: The Community Foundation of North Central Florida (CFNCF) and The Lastinger Center for Learning at the University of Florida (UF) College of Education. The rationale for this decision is based on a review of school data, as presented above, which indicate that improvements have occurred, particularly in achievement gains among the lowest quartile, while recognizing that additional work is necessary.

Current strategies, supports, and interventions that appear to have been fruitful include:

- Extended school day, which provided 60 minutes of additional reading supports to students
- Flexible instructional model for the most-needy students, supported through Title I funds
- Dedicated interventions, including regular and consistent work with FastForWord, Reading Assistant, Achieve 3000, Ready Florida, and Thinking Maps
- Increased district monitoring and support with frequent, detailed feedback to teachers (which led to conversations of professional quality).
- Support from instructional coaches dedicated to the staff at the school.

There is a need for providing additional interventions and supports across four of the five domains: Effective Leadership, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. As a result, the district has made several systemic changes to the district-managed plan for Lake Forest and will add additional resources through partnerships with two outside agencies. Changes and augmentations to the district-managed turnaround option and details regarding the addition of the two outside support agencies are outlined below in Phase II of the TOP.

**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**

School District of Alachua County

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.

**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.

**New Administrative Staff:** A new principal, assistant principal, and a turnaround lead have been appointed for the school. All are experienced educators with a record of turnaround success. Complete authority over the turnaround plan has been given to the principal, who will direct the work of support staff and will have final authority over the school and programs being implemented.

**Flexible Scheduling:** The principal has the autonomy to implement a flexible school day based on student performance data and school needs.

**Changes in Instructional Staff:** Ineffective and uncommitted teachers have been replaced and efforts have been taken to replace vacancies with experienced and highly effective teachers. The new principal has been given authority and autonomy to hire staff and to request replacement of ineffective staff when it is deemed necessary due to poor performance.

**Additional Resource to be Used at the School's Discretion:** The principal has been provided additional resources with full autonomy and accountability to use those resources based on the analysis of student performance data. The district provided additional staff allocations and additional monies for program resources.

**Dedicated Instructional Coaches and FCIMS Facilitator:** Unlike other district schools, Lake Forest will be provided two dedicated instructional coaches. These coaches work only with Lake Forest teachers at grades K-2 or 3-5. Instructional coaches will fill the roles of literacy, mentor, and STEM coach. Novice teachers will have one full-time, dedicated support person instead of several different part-time coaches, increasing the amount of time and support being provided to the teachers most in need. A dedicated full-time FCIMS facilitator will also be provided. The FCIMS facilitator will meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention. The FCIMS facilitator will also oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans.

**Additional Behavior Social/Emotional Support Units and Team:** Two BRTs, each having a different role and function, will be assigned to the school. One will support the Positive Behavior Support (PBS) program and work as the CHAMPS facilitator. The second BRT will facilitate the administrative aspect of student behaviors as well as offer guidance and support to students and families. An additional Social Worker and a Mental Health professional will be provided to provide guidance and wrap-around support services. Additional units will work together with other school personnel to ensure a safe and supportive environment at Lake Forest.

**Differentiated Pay:** The district is committed to teacher recruitment and retention of effective and highly effective teachers at Lake Forest. Offering a differentiated pay plan may help address the barrier of teacher recruitment and retention. The Alachua school district has

solidified an agreement between the School Board and the Alachua County Education Association (union) regarding differentiated pay for teachers who work at Lake Forest.

**Additional Specific Professional Development:** Additional professional development will be provided. The highest priorities for staff development training will be (1) training in alignment of lesson planning to standards based rigorous and high-quality instruction and (2) training in implementing a culturally responsive classroom with high expectations for positive student behavior. Staff training in the implementation of instruction will reflect alignment of lesson planning to implementation of standards-based teaching with specific feedback on improving the rigor and quality of instruction and instructional pacing, ensuring students master grade-level standards. Trainers and coaches will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic, and engaging. Teachers will also be trained to use appropriate formative assessment and use the data to inform instruction.

In addition, Lake Forest's administration will provide teachers and staff with strategic behavior management/social skills training. Specific training will include professional development for teachers in Positive Behavior Support, with job-embedded coaching by a school-based behavior resource teacher.

**Increase Opportunities for Parent Involvement:** Lake Forest will employ services from the newly formed Alachua County Public Schools "Parent Academy." The Parent Academy is able to provide buses to go into the community to provide family empowerment opportunities such as GED prep, job skills, and parenting skills. The Parent Academy has been specifically designed to identify parent needs and to address those needs through providing direct services. For example, the Parent Academy offers a Parent Emissary Mentoring Program. Mentors are matched with parents in order to provide coaching in targeted areas including attendance, behavior, and academic skills through a variety of means of ongoing communication (face-to-face, phone calls, texts, etc.). The Parent Academy also include the Home Instruction for the Parents of Preschool Youth (HIPPY) component, a research-based program designed to build parents' skills as "their children's first teacher."

**Option 4: External Operator**

**Areas of Assurance**

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

**Assurance 1**

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

**Assurance 2**

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

**Assurance 3**

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.

**Implementation Plan**

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

N/A Because the district is choosing a Hybrid plan, details of that plan are described below.
---

**Option 5: Hybrid**

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

**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** to document compliance with the assurances.

**Assurance 1**

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

**Additional Assurances**

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

**Implementation Plan**

**Hybrid Item 1:** The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

The annual needs assessment identified four key domain growth areas that would benefit from changes to the DMTOP and through the addition of external partnerships

**District Managed TOP Changes**

**1. Effective Leadership**

***Strategy 1: Changes to Administrative Staff and Support:***

To further support forward movement of Ambitious Instruction and Learning, a new principal has been hired for the 2016-2017 school year, using performance data, The principal has been given full autonomy to hire her administrative team, support staff, and teachers. The principal has been given full autonomy to develop programmatic changes based on her determination of the school needs. School turnaround strategies will be implemented under her direction and authority, including all work performed by the EMO. The school principal

and district turnaround will report directly to the Superintendent. Meetings with the school principal and turnaround leader will be scheduled on a monthly basis.

- **Principal:** Karla Hutchinson, a veteran principal with proven turnaround success, was appointed principal of Lake Forest Elementary for 2016-17. Ms. Hutchinson will be given ultimate authority and responsibility for running the school.

Ms. Hutchinson was on the faculty and leadership team at Rawlings Elementary for a number of years. She has served as both the Curriculum Resource Teacher and AP intern. Student performance steadily improved as Ms. Hutchinson became more involved in school leadership decisions. In 2008-9, Rawlings had a school grade of F. The following year, the grade improved to a D. In 2010-11, the school grade remained a D, but the school earned an additional 24 points. In 2011-12, the last year that Mrs. Hutchinson was part of the school leadership team at Rawlings, the school grade improved to a C. At that time, 90% of students in the lowest quartile demonstrated learning gains in math and 68% showed learning gains in Reading. Rawlings had a minority rate of 98% and a free-and-reduced lunch rate of 98%. Ms. Hutchinson also has worked, while at Rawlings, with the Lastinger Center for Learning, and she is familiar with their approach and methodologies.

Mrs. Hutchinson's served four years as principal of Williams Elementary. For the most recent year that gain scores are available, 64% of students scoring in the lowest quartile showed learning gains in reading, and 62% of students scoring in the lowest quartile showed learning gains in Math. Williams earned a grade of C in 2013-14. Williams Elementary had an 85% minority rate and a 74% free-and-reduced lunch rate.

- **Assistant Principal:** Marjory Francois has been appointed as the Assistant Principal at Lake Forest Elementary. Ms. Francois is an experienced educator with experience working low-performing schools during the turnaround process. From 2006-2011 she was a classroom instructor at Rawlings where 100% of her students who were present from survey. During this period, the school grade went from and F to and eventual C in 2011. Ms. Francois was on the leadership team at Williams Elementary where she served as a Behavior Resource Techer and FCIM Coordinator.
- **Turnaround Lead:** Dr. Catherine Barnes will serve as the turnaround lead for Lake Forest Elementary and will act in an advisory and support role for the principal, working directly with the principal and school support staff, and she will assist in the coordination of the turnaround plan and implementation of district support initiatives and classroom interventions.

Dr. Catherine Barnes became the Executive Director for School Supervision in 2014. Prior to that appointment, she was a program development consultant and adjunct professor at Jacksonville University. She was principal at Duval County Public Schools from 2006-2012.

Dr. Barnes has been trained by the state of Florida as a turnaround leader and is certified in Danielson and Marzano Teacher Assessment and Evaluation. For three years, 2008-2011, Dr. Barnes participated in the Schultz Center for Leadership Development Principal Academy-Urban Turnaround Leadership and Action Research Institute. In 2009, she also participated in Duval County's Turnaround Leadership Principal's Institute. Dr. Barnes is also certified by the Southern Regional Education Board (SREB) as a professional growth mentor and educational consultant. She is a trainer in cultural proficiency, diversity, and tolerance.

From 2006-2010, Dr. Barnes was principal of Highlands Middle School in Jacksonville, Florida. In her first year, Highlands Middle School earned 420 points for a grade of D. The following year, the school earned 466 points and earned a C, and by 2010 it became the opportunity scholarship school for students attending schools who were Ds and Fs. In her last year at Highlands, 53% of all students made learning gains in reading, and 58% of students scoring in the lowest quartile made learning gains. Also that year, 64% of all students made learning gains in math, and 69% of students scoring in the lowest quartile made learning gains.

## **2. Ambitious Instruction and Learning**

### **Strategy 1: Formulation of an Academic Team:**

An "Academic Team" has been formulated at the school to help identify and specifically address deficiencies in instruction and learning. The Academic Team will be made up of the, principal, assistant principal, turnaround lead, an FCIM facilitator, and instructional coaches assigned to the school.

The Academic Team will meet weekly to coordinate efforts, review and analyze data, discuss implications for instructional practices, and plan support for instructional staff. The Academic Team will also meet regularly with the behavior team (described below) to ensure that social-emotional needs are considered when planning for quality instruction. The two teams will use the 8-step problem solving model to determine the root-causes and coordinate strategies to address those identified barriers. The FCIM facilitator and instructional coaches will be tasked with job-embedded, focused support, modeling, and feedback for all teachers. The turnaround lead, principal, and assistant principal will focus on observation, evidence collection, feedback, and follow-up to support effective instruction. The Academic Team will utilize the data dashboard in the district's data management system to monitor student progress towards mastery of benchmarks and standards.

### **Strategy 2: Full-time Instructional Coaches**

Lake Forest will have two full-time instructional coaches. One will work with teachers of grades K-2 and one will work with teachers of grades 3-5. Certifications: Elizabeth A. Filippi, Ph.D., is a certified National Board for Professional Teaching Standards teacher with Middle Childhood Generalist specialty. She is certified in Educational Leadership, Elementary Education, Specific Learning Disabilities, Emotional Disabilities, and holds a Pre-Kindergarten Disabilities Endorsement, Gifted Endorsement, and ESOL Endorsement. Dr. Filippi was an

Archer Elementary School third grade teacher in both general education and gifted/talented magnet programs, ESE teacher K-5 resource and self-contained models; behavior resource teacher, FCIM facilitator, guidance counselor (long term substitute). Since 2011, Dr. Filippi has served as a Literacy/Instructional Coach with Alachua County Public Schools assigned to the following high-need elementary schools: Alachua, Rawlings, Idylwild, Terwilliger, Metcalfe, and Irby. Nicole Foland, the second instructional coach, is certified in K-6 Elementary Education, holds an ESOL Endorsement, and has completed course work for Educational Leadership certification. Ms. Foland taught first and third grades, was a Title I FCIMs facilitator, and was also the third Grade/Team Leader all at Wiles Elementary before being hired as an instructional coach.

The benefits of having a designated, full-time instructional coach will allow teachers to develop collaborative relationships in a safe and supportive learning environment. This model will increase the amount of time and support to individual teachers.

The Instructional Coaches will:

- Train and mentor classroom teachers in research-based strategies designed to improve literacy, math, and science instruction and student achievement on state assessments.
- Provide individualized and small-group training and mentoring to teachers.
- Assist teachers in unit and lesson plan development to assure alignment with assessed standards.
- Support the development of effective lesson presentation.
- Provide guidance to improve effective classroom management.
- Develop effective strategies for the effective assessment of student learning and the use of data for curriculum planning and differentiated instruction.
- Assist in data collection to provide guidance to teachers and school administrative staff on student progress towards mastery.
- Provide expertise in high-yield instructional strategies.
- Model lessons, particularly those that provide differentiated instruction and are designed raise the achievement of struggling students.
- Observe instruction and provide feedback to improve instructional quality.

### **Strategy 3: Full-time FCIMS Facilitator**

The FCIMS Facilitator will:

- Meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention.
- Oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans.
- Using student performance data:
  - Work with the curriculum team to identify at risk students
  - Set up intervention sessions for identified students

- Assist with instructional resources, lesson planning, use of alternative teaching strategies, scheduling, and progress monitoring of students in intervention.
- Facilitate the development of and/or adherence to:
  - Instructional focus calendars identifying benchmarks to be taught,
  - Shared instructional strategies or focus lessons to be used,
  - Timeline of assessments to be administered by school and/or grade level.
- Provide training for teachers on:
  - Test specifications;
  - Using assessment data for instructional planning;
  - Instructional alignment with tested benchmarks;
  - Using instructional calendars;
  - Implementation of focus mini lessons which utilize proven and dynamic teaching strategies.

**Strategy 4: Changes to Instructional Staff:**

The district has taken steps to further reduce class size and address the complications created by having multiple grade levels in one class. Therefore, additional teaching units will be allocated to Lake Forest Elementary in order to reduce class size and eliminate combination classes.

Additionally, three ineffective instructional personnel were removed and will be replaced. The decision to move these teachers was based on their lack of commitment to turnaround, professional development, and intensive reading intervention. The interim superintendent has given full autonomy and authority over the school to the new principal. The interim superintendent has also committed to support and facilitate the removal and replacement of any teacher deemed to be ineffective or lacking in commitment to the turnaround plan throughout and at the conclusion of the school year.

Vacancies at the school this year have been primarily filled with veteran teachers, based on performance data review by the principal. The new principal was given full authority to hire teachers to fill vacancies.

**Strategy 5: Additional Professional Development:**

In order to improve teacher quality, assist teachers in addressing classroom behavior, and in preparation for the tasks ahead, Lake Forest teachers and staff will participate in twelve days of specific summer in-service training. This training will be mandatory for all teachers, and has been fully funded by Title I.

In June, Lake Forest teachers participated in training on standards-based planning and curriculum development. Teachers were taught to unpack the standards and analyze the test item specifications and to plan challenging lessons that focus on student learning and mastery of the standards. Teachers were taught how to plan for and ask higher-order questions and create lessons that will increase students' critical thinking and problem solving skills.

In August, teachers will participate in CHAMPS behavior training. The CHAMPS acronym includes Conversation, Help, Activity, Movement, Participation, and Success and is a evidence-based program with proven success rates. This six-step process helps teachers to closely analyze their classroom culture and procedures in order to proactively address student behavior. One of the Behavior Resource Teachers (see below) will serve as a CHAMP coach to support teachers with the implementation of this program throughout the school year.

In addition, instructional coaches and district staff will provide training for teachers based on need throughout the school year.

**Strategy 6: Differentiated Pay:**

Teacher retention and the ability to attract experienced high-quality teachers to Lake Forest has been a perineal issue. As a result, the district has worked with the Alachua County Education Association (union) to negotiate a differentiated pay plan for teachers working at Lake Forest. A memorandum of understanding regarding the plan is forthcoming.

**3. Safe and Supportive Environment**

**Strategy 1: Formulation of a Social-Emotional/Behavior Team:**

A “Social-Emotional/Behavior Team” has been formulated at the school to specifically address social and emotional factors and factors affecting behavior. The Social-Emotional/Behavior Team will consist of the guidance counselor, two Behavior Resource Teachers (BRT), two social workers, a mental health counselor, and an equity coach. The Social-Emotional/Behavior Team will meet weekly to coordinate efforts, review and analyze data, discuss implications for instructional practices, and plan support for instructional staff. The Social-Emotional/Behavior Team will also meet regularly with the Academic Team to ensure that social-emotional needs are considered when planning for quality instruction. As noted, both teams will use the 8-step problem solving model to determine the root-causes and coordinate strategies to address those identified barriers.

The school will employ two BRTs, each having a different role and function: One will manage the Positive Behavior Support program, proactively providing behavior instruction to students and working as the CHAMPS facilitator. The second BRT will facilitate the administrative aspect of student behaviors as well as offer guidance and support to students and families.

The two social workers, while working in tandem, will also fill two distinct roles: One will work directly with students and their families, connecting them to outside resources and assisting in the fulfillment of basic needs and addressing external factors that affect attendance and school performance. The second will focus efforts most directly on students, holding counseling sessions and working directly with the guidance counselor and mental health professional to address issues affecting cognitive and academic development.

The mental health professional will work directly with the social workers and school guidance counselor to identify students with mental health-related conditions. The mental health professional will provide diagnostic and treatment services through individual and small group sessions.

Lake Forest will employ a 50% Culturally Responsive Classroom coach (CRC) This coach will work in 4th and 5th grade classrooms to create an awareness and understanding of cultural differences. The impact of this support will enhance academic rigor and civic competence necessary for the 21st century world of work. The CRC Coach will work with teachers in a co-teaching capacity by providing behavioral supports, teaching content, enhancing culturally responsive pedagogy, and mediating safe and collaborative relationships. The Equity Coach has been working with Tier 3 students in a middle school for the past two years. Referral data over the past two years reflects a reduction in referrals by 44% among the most chronically disciplined students. In-school detentions were reduced by 30%, and out-of-school suspensions were reduced by 19%. Classroom Disruption/Defiance (one of the most common referral codes for chronically disciplined students) was reduced by 64%. The CRC has been a public school teacher for fifteen years, and College of Education professor for eight years. She holds her PhD in Curriculum, Teaching, and Teacher Education.

The Social-Emotional/Behavior Team will utilize the early warning system and the data dashboard in our district's data management system to identify and track indicators affecting student performance.

#### **4. Family and Community Engagement**

##### **Strategy 1: Expanded Efforts at Parent Engagement**

Lake Forest receives Title I Part A Parent Involvement funds that are used to provide opportunities for parents to receive information, training, and materials to use at home to improve their child's academic performance. Lake Forest staff members will expand effort to provide family literacy and math training at family housing community centers, including Lamplighter, Verdant Cove, and Eastwood Meadows, as well as in neighborhoods surrounding the school.

Lake Forest also will employ services from the newly formed Alachua County Public Schools "Parent Academy." The Parent Academy is able to provide buses to go into the community to provide family empowerment opportunities such as GED prep, job skills, and parenting skills. Each mobile unit has internet-connected computer stations, instructional software, student-leveled readers, and life skill workbooks for parents. In addition, the Parent Academy offers the Parent Emissary Mentoring Program. Mentors will be matched with parents in order to provide coaching in targeted areas including attendance, behavior, and academic skills through a variety of means of ongoing communication (face-to-face, phone calls, texts, etc.) The Parent Academy surveys parents to determine what types of training best interests them and then works directly with parents to encourage participation and to foster greater involvement in the school.

Alachua County also has recently formulated a "System of Care," which provides one system to comprehensively address the needs of at-risk youth and their families. Services may include but are not limited to: helping families to access individual family or group therapy,

cognitive behavioral therapy, job readiness and workforce development training, child care, life/social skills, tutoring, and transportation. Resource through the System of Care will be employed to work with families and engage them in school-related activities.

## External Partnerships

The annual needs assessment identified two key domain growth areas that would benefit from external partnerships:

### 1. Safe and Supportive Environment:

#### **Strategy: Expand Mental Health and Social Services:**

The CFNCF will provide funding to expand mental health and social services to address the social-emotional needs of students at Lake Forest Elementary through the provision of additional personnel in the form of a certified social worker and a licensed mental health professional. These personnel will be utilized as part of the Social/Emotional Behavior Team described above.

### 2. Ambitious Instruction and Learning

#### **Strategy: Employ an EMO to provide further support and services for the Turnaround Plan:**

The University of Florida Lastinger Center for Learning, which has demonstrated a record of effectiveness in school turnaround and reform and documented success in working with low-performing schools, will serve as an EMO as the turnaround plan is being implemented.

**Lastinger Center Qualifications as a Turnaround Operator:** From the 2007-2008 school year to the 2010-2011 school year, the UF Lastinger Center worked as an external partner to six elementary and four middle schools in Duval County Public Schools that were in Turnaround status according to Florida's Differentiated Accountability system. Efforts in these schools focused on the improvement of teaching quality through a comprehensive and aligned set of strategies. The Lastinger Center staff worked closely with the district and school leadership teams in Duval County to align the myriad supports offered to turnaround schools. UF team members served on school leadership teams, were named within official school improvement plans, and collaborated across district initiatives related to enhancing literacy and educational equity through job-embedded professional development and instructional leadership. Outcomes of these efforts demonstrated success in improving teacher retention, school culture, and school performance, particularly in elementary schools, which aligns well with Alachua County Public Schools' efforts with Lake Forest Elementary. Teacher retention went from 72% in the 2007-2008 school year to 80% in the 2010-2011 school year across the schools. School culture surveys pointed to positive changes in the areas of a welcoming environment, rigorous standards, and high quality instruction in language arts, mathematics, and science. And, the six elementary schools all demonstrated improvements in their school grades. All six schools rose at least one letter grade, four of the schools

School District of Alachua County

increased at least two letter grades, and two of the schools rose to an A grade over the course of the partnership: Long Branch Elementary from a D to an A, and Biltmore Elementary from an F to an A.

<b>State Accountability Report of School Grades 2008-11</b>				
<b>School</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Biltmore Elem	F	C	C	A
Woodson Elem	D	C	C	C
Carver Elem	F	B	C	D
Long Branch Elem.	D	D	C	A
MLK Elem.	F	B	A	C
Livingston Elem.	D	F	C	B
Butler Middle	D	C	D	D
North Shore K-8	D	F	F	D
Northwestern Middle	D	D	D	D
Gilbert Middle	C	C	D	C

Beyond this, the Lastinger Center also demonstrated success in a comprehensive partnership at Andrew Jackson High School in Duval County, which at the beginning of partnership efforts was the state's lowest performing high school in 2011. The Lastinger Center once again worked with the district and school leadership teams to coordinate school improvement efforts across a host of outside entities including Big Brothers Big Sisters, AVID and City Year. Once again, the partnership resulted in success, moving the school from an F to a B within a single school year. Included in this partnership, the Lastinger team created a student leadership group called S.W.A.M.P. (Students With A Mission and Purpose). The group of student leaders focused on topics including personal leadership, school improvement, communication, service and college readiness. 11 S.W.A.M.P. students were admitted to the University of Florida as a result of the partnership. Another initiative that resulted from the UF/Jackson partnership was the launch of Algebra Nation with Andrew Jackson students. Algebra Nation is currently the state's leading program for preparing students for the Algebra End of Course exam, and it was initially launched and piloted at Jackson.

The Alachua County school district also has a demonstrated record of success in working collaboratively with the Lastinger Center in the process of school turnaround. In that work, school grades at schools utilizing Lastinger supports increased, in many cases from grades of F to C or higher. At Duval Elementary in 2002 and at Metcalfe Elementary in 2007, school grades moved from an F to an A within a single

school year through similar concerted efforts to align supports, strategies, and ongoing data collection efforts to inform school improvement processes.

**Specific Scope of Work:** The Lastinger Center's work will be focused on the deployment of a series of interdependent and mutually reinforcing elements that draw on the latest research on effective teaching with a goal of producing improvement in teacher practice, student learning, and child well-being. The Center's work will also provide specific and proven research-based support to principal, school, and district support staff in order to build capacity for classroom-based instruction that is **standards based** and focused on school turnaround. The Lastinger Center will specifically target improving standards-based instruction within the lesson planning and implementation cycle with provisions of specific feedback to teacher and academic team. In addition, district staff and the Lastinger team will use the Florida standards as scaffolding for improving classroom instruction in the areas of instructional differentiation, interventions, and student engagement.

Contractual agreement with the Lastinger Center will include provisions for informal and formal classroom observations and a monitoring and feedback loop in order to ensure that implementation of quality instructional practice occurs. Protocols will be established for weekly walkthroughs and monitoring; weekly feedback and recommendations for the principal, administrative, and district support team; a mid-year review and correction process; and an end-of-year summative review and recommendations process.

Key components of the deployment include:

- Work directly with the school principal and turnaround lead to coordinate and facilitate all aspects of the turnaround plan.
  - Facilitate regular (monthly) meetings of the school's leadership and support teams to coordinate strategy and efforts.
- Be a monitoring agent; conduct a midyear review and provide recommended corrections; conduct an end-of year review and make recommendation for 2017-2018 academic year.
  - Collect baseline data through School Climate Survey, Instructional Practice Inventory, and school visit in Fall
  - Share these data at mid-year review session to be evaluated against turnaround plan.
  - Re-administer School Climate Survey and Instructional Practice Inventory in Spring to complete end-of-year review and recommendations for 2017-2018.
- Observe instruction and work with school leaders and the Academic Team to provide teachers with professional learning opportunities, coaching, and mentoring, based on observed need, that increases their use of high-impact instructional practices
  - Collection of Instructional Practice Inventory in fall and spring
  - Regular, more extended visits to classrooms to observe sampling of teachers coordinated with school leadership team to guide supports

- Coordinating with school leadership team to ensure professional development opportunities (PLCs, grade level meetings, PD sessions) align with observed needs
- Use the Center's expertise and experience in other districts to design programs to improve teacher retention, school culture and climate, instructional leadership, and curriculum programs.
  - Implementation of Certified Coaching Program for 10 participants
  - Potentially PLC facilitation training for teacher leaders (e.g., grade-level team leaders)
  - Assistance with the development and implementation of inquiry-based PLC agendas
- Provide training and support for the leadership team and faculty in models of instructional coaching.
  - Implementation of Certified Coaching Program for 10 participants
  - Potentially PLC facilitation training for teacher leaders (e.g., grade level team leaders)
  - Assistance with the development and implementation of inquiry-based PLC agendas
- Facilitate a common language of instruction that supports the development of instructional leadership across all roles within the school
  - Aligning coaching supports with the ACPS Instructional Framework
- Examine and survey school climate and provide recommendations and guidance in methods and practices designed to improve relationships among staff, students, and other stakeholders.
  - Administer school climate and teacher efficacy survey in fall and spring
- Assess student engagement in classrooms to assure high-quality teaching and instructional rigor.
  - Administer Instructional Practices Inventory in fall and spring
- Assess instructional efficacy and design and recommend specific strategies and professional development targeted to school and teacher needs.
  - Collection of Instructional Practice Inventory in fall and spring
  - Regular, more extended visits to classrooms to observe sampling of teachers coordinated with school leadership team to guide supports
  - Coordinating with school leadership team to ensure professional development opportunities (PLCs, grade level meetings, PD sessions) align with observed needs
- Provide a support and coaching framework to all members of the academic team and the social/emotional team.

- Implementation of Certified Coaching Program for 10 participants
- Potentially PLC facilitation training for teacher leaders (e.g., grade level team leaders)
- Assistance with the development and implementation of inquiry-based PLC agendas