



District-Managed Turnaround Plan—Step 2 (TOP-2)

Alachua
Lake Forest Elementary

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A

TOP-2

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Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Lake Forest Elementary/0071

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. Accountable and Shared 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.

The Research and Curriculum Departments support the school with progress monitoring from a variety of sources. Lake Forest's leadership team and grade level teacher teams meet to review FSA student data, District quarterly progress monitoring results, Early Warning Signs, and Istation Indicators of Progress in reading and math.

Lake Forest Elementary school remained a D school grade, decreasing by 40 school grade points. There were improvements in ELA gains for the lowest quartile (+1%). ELA achievement decreased by 7%, and ELA learning gains decreased by 12%. Math achievement decreased by 9%, and math learning gains and learning

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gains of the lowest quartile were both down by 8% and 4% respectively. Science achievement decreased by 1%.

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

Lake Forest will continue to partner with the University of Florida's James Patterson Literacy Challenge with the support of UFLI tutors to continue improvements in ELA. They will also have more training around the use of the Standard Focus Board to implement with fidelity. The administrative and district teams will utilize walk throughs to provide feedback to teachers around the implementation of the SFB and the alignment of tasks to the Standard. Lake Forest will implement IReady to support ELA and Math instruction. Principals of similar schools attributed the use of IReady to significant growth in student learning. Lake Forest will implement Acaletics for math and science after the district saw such improvement in math at a similar TOP 1 school last year. They will also use Write Score for quarterly writing assessments and feedback for teachers and students. To facilitate a safe and supportive school environment, Lake Forest will implement the Caring School Community curriculum, and has dedicated social-emotional learning time in the schedule each day. This curriculum was selected and used successfully in a similar school last year.

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

Mr. Finley did not see the learning gains increase enough for his self-contained students with disabilities, so he is increasing the time they spend in regular education classes for ELA and math instruction. Based on FSA data, he is also keeping all intermediate classes in homerooms all day rather than departmentalizing. Teacher data was used to make this determination.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

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

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

To address Accountable and Shared Leadership, the district partners with Mr. Finley is newly appointed to Lake Forest. He come to Alachua County with turnaround experience in both Taylor and Leon counties. As assistant principal at Frank Nims Middle School in Leon County, the school moved from an F to a C letter grade during his tenure. As principal at Taylor County Elementary School, Mr. Finley led the school from a D to C school grade. Most recently, Mr. Finley served as principal at Taylor County High School where he has helped them maintain a C school grade while gaining 50 school grade points. The turnaround lead manages the turnaround plan by coordinating the departments who support the school and by being the direct

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contact for all of the requests made by Principal Finley..

Marjory Francois is Lake Forest's Assistant Principal. Ms. Francois is a veteran educator with experience working low-performing schools successfully exiting the turnaround process. From 2006-2011 she was a classroom instructor at Rawlings where 100% of her students who were present during the survey demonstrated learning gains. During this period, the school grade went from an F to an eventual C in 2011. Later, Ms. Francois was on the leadership team at Williams Elementary where she served as a Behavior Resource Teacher and FCIM Facilitator. She became Assistant Principal at Lake Forest in 2016, when Lake Forest's school grade increased from F to C.

To support Standards-based Instruction and Learning, the school is deepening their training and implementation of the Standards Focus Board as an integral part of instruction. The State team has led training this fall, and district staff continue to support. The administrative team and the district team provide feedback to teachers around the use of the SFB after all classroom walks. Lake Forest has two dedicated instructional coaches as well as assigned district instructional coaches who have been trained in the use of the Standards Focus Board.

To support Positive Culture and Environment, Lake Forest is implementing the social emotional curriculum Caring School Community. Dedicated time is spent on SEL at all grade levels and the school also implements Positive Behavior Intervention and Support. There are both a dedicated Social Worker and a Mental Health Counselor assigned to the school 5 days a week to support students and their families. Mr. Finley also plans to hire a Family Liaison to build relationships that result in improved student attendance and a sense of connectedness to the school and its mission.

Part B.

Assurance 1: District Capacity and Support

The district has assigned as Turnaround Lead, Jennifer Wise, Executive Director of K-12 Curriculum. She reports to the Deputy Superintendent and is directly supporting Principal Finley and his leadership team. This is Mrs. Wise's third year serving as district turnaround lead. In the 2018-19 school year there were six D-graded schools. Four of six improved by one or more letter grades, including moving the Top 1 (Metcalf Elementary D to B) and Top 2 (Terwilliger Elementary D to C) schools out of DA status. In the 2017-18 school year, Mrs. Wise supported Hawthorne Middle High School as it moved out of TOP-2 by receiving a grade of C and avoiding closure. Mrs. Wise coordinates the support provided to Lake Forest by the Curriculum Specialists, Professional Development Department, Research Department, Student Support Services Department, Title 1 and Federal Programs, Human Resources, and additional instructional coaches. She deploys resources and supports as needed and requested by the principal.

Assurance 2: School Capacity-Leaders and Educators

Mr. Finley brings a track record of success in turnaround. He has experience working with similar populations and was recruited to come to Alachua County to do this work with Lake Forest and he has embraced the challenge and is committed to the work. He is supported by an assistant principal, Mrs. Francois who also has successful turnaround experience and has established strong working relationships with the faculty. They are building a school culture committed to the work of turnaround and supporting them with focused professional development, supported lesson planning, data-driven decision making and frequent

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feedback.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

Lake Forest has identified as their SIP areas of focus increasing student learning gains of the lowest quartile in ELA and math, increasing all levels of proficiency in ELA, math and Science, and in improving student attendance. These are in line with the TOP-2 goals and are supported by the district and school leadership teams. All professional development, data review, coaching, and resource allocations are focused on these goals shared in both the SIP and the TOP-2. Instructional strategies include full implementation of the Standards Focus boards, use of core and aligned supplemental curriculum resources with fidelity, daily social emotional learning, and extended learning opportunities for students.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The district team meets twice a month with the school leadership team to support the implementation of the Turnaround Plan. Together they review student progress monitoring data, walk classrooms to give feedback around the principal's area of focus, and review any needs or requests that the district can support. A variety of district departments respond to the identified needs at the request of the principal.

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

- The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the

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evidence that shows instructional programs to be effective with high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. The district Turnaround Lead is Jennifer Wise, Executive Director of K-12 Curriculum. She reports to the Deputy Superintendent and is directly supporting Principal Finley and his leadership team. This is Mrs. Wise's third year serving as district turnaround lead. In the 2018-19 school year there were six D-graded schools. Four of six improved by one or more letter grades, including moving the Top 1 (Metcalf Elementary D to B) and Top 2 (Terwilliger Elementary D to C) schools out of DA status. In the previous year, Mrs. Wise supported Hawthorne Middle High School as it moved out of TOP-2 by receiving a grade of C and avoiding closure. Mrs. Wise coordinates the support provided to Lake Forest by the Curriculum Specialists, Professional Development Department, Research Department, Student Support Services Department, Title 1 and Federal Programs, Human Resources, and additional instructional coaches. She deploys resources and supports as needed and requested by the principal.
2. Mr. Finley has autonomy with his budget, staffing, and scheduling to implement his plans. He has been allocated additional staff, and has autonomy with T1PA, UniSIG, TSSSA, and all District

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- funds to fully implement his comprehensive plan to improve student achievement. There is an MOU in place with the Bargaining Unit to guarantee his autonomy as outlined in 1001.42(21)F.S.
3. Instructional materials and curriculum maps are aligned to the Standards. Teachers participate in weekly grade level planning supported by the assistant principal and district curriculum specialists. Lake Forest has added Acaletics for math and science because a school with a similar demographic experienced high gains for their students who used it. SIPPS, by the Center for Collaborative Classrooms, will be used to provide students with additional support of foundational reading skills. Lake Forest continues to partner with the James Patterson Literacy Challenge through the University of Florida who additionally supports the UFLI program for the school. Other supplemental resources, including IReady, have been selected based on their effectiveness with similar student populations in other district schools.
 4. Progress monitoring is implemented with fidelity using a variety of measures at the school and district level. Data chats are held with the school leadership team, faculty, and grade level planning meetings. Acaletics is used for progress monitoring for math and science. Bi-weekly common assessments are utilized in math and ELA. Write Score will be used quarterly for feedback and progress monitoring in writing.
 5. Based on the analysis of progress monitoring data, the leadership team supports teachers to differentiate instruction to meet students' individual needs.
 6. All departments are responsive to the needs and requests of Lake Forest Elementary School. The principal is given autonomy to drive the instructional calendar, fill personnel needs, and to request District support as he needs. All district support is monitored in a shared Google Drive so that the Deputy Superintendent and the Superintendent are aware of all needs, requests, and supports provided. Additionally, the Drive contains student progress monitoring data. The turnaround lead is also responsive to the feedback received from the DOE team assigned to Lake Forest, and works to coordinate training and support that team identifies as a need for the school to continue to improve. The district team visits the school at least twice a month.
 7. Any District policies and practices that need to be reviewed to support Lake Forest Elementary will be prioritized. None have been identified at this time.
 8. The District will review progress monitoring data and have monthly data chats with the principal to ensure student achievement data is trending upward. If the data is not improving, the support team will collaborate with the principal to put additional supports in place.

Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

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- ☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- ☒ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
 - ☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- ☒ The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- ☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

1. Lake Forest's principal was replaced for 2019-20. Mr. Charles Finley was recruited to Alachua County with a record of turnaround success. He began at Lake Forest on October 7, 2019. His appointment was made by the Superintendent with the approval of the Department of Education.

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2. Mr. Finley was the assistant principal at Fran Nims Middle School from 2009-2013 when the school grade moved from F to C. He was the principal of Taylor County Elementary School from 2013-2017 when the school moved from D to C. As principal of Taylor County High School, Mr. Finley was able to maintain a school grade of C while gaining 50 school grade points. Mrs. Francois also has successful turnaround experience. As an elementary teacher, she had 100% of her students make a gain on State testing. AS a BRT and as assistant principal, she has helped her school move from an F to a C at Lake Forest.
3. Most of the Lake Forest leadership team outside of the principal have remained.
4. There was an incentive offered Mr. Finley to come to Lake Forest.
5. The District has planned a year-long leadership PLC around school culture, teacher efficacy, and transformational leadership. Planning for this PLC was done with the Regional Executive Director of the NE Region for School Improvement.
6. The principal has autonomy to select his leadership team. The principal has autonomy to select all instructional personnel.
7. The District will review the progress of Lake Forest at the end of the 2019-20 school year and adhere to the Differentiated Accountability requirements and assurances.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

1. The principal has autonomy in hiring for all instructional positions. He additionally has access to candidates prior to non-SI schools. The district held early and multiple job fairs for teachers solely for struggling schools. Additionally, the district advertised heavily to all HE and E teachers to

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transfer to Lake Forest for substantial financial incentives. There is no MOU agreement to this effect.

2. The Human Resources Department works closely with Mr. Finley to fill vacancies as soon as they arise, reserving quality candidates for him to screen before they are released to other schools. Mr. Finley has the autonomous hiring authority for Lake Forest Elementary.
3. The district has a signed MOU in place for the TSSSA Recruitment and Retention bonus for Lake Forest. Additionally, there has been a standing history of differentiated pay bonuses for teachers in high needs schools and those with an ESE caseload. We will be negotiating similar bonuses this year.
4. The District provides Performance Pay incentives to all teachers with HE or E State VAM ratings.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

The District sponsored Job Fairs showcasing only DA schools. The Human Resources department screens and interviews the applicant pool to target candidates for DA schools.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

One teacher was reassigned to a non-DA school from Lake Forest.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

No instructional personnel reassigned from Lake Forest were placed in DA schools.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

Information from HR

Lake Forest currently has a vacancy for a media specialist, currently advertised and filled by a long-term substitute. All other positions are filled by certified teachers.

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

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STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	3	0	1
School %	20%	60%	0%	20%
District %	13%	54%	18%	18%
State %	17%	54%	14%	14%

Acknowledgement

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

Name and title of person responsible for completing and submission of the TOP-2
Jennifer Wise, Executive Director K-12 Curriculum
Contact information: email, phone number
wisejl@gm.sbac.edu 352.955.7444
Date submitted to the Bureau of School Improvement (due October 1)
October 11, 2019
Superintendent signature (or authorized representative)
<i>Karen Clarke</i>