



TOP-2

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

Lake
Beverly Shores Elementary

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2018

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

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
Beverly Shores Elementary/0031

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

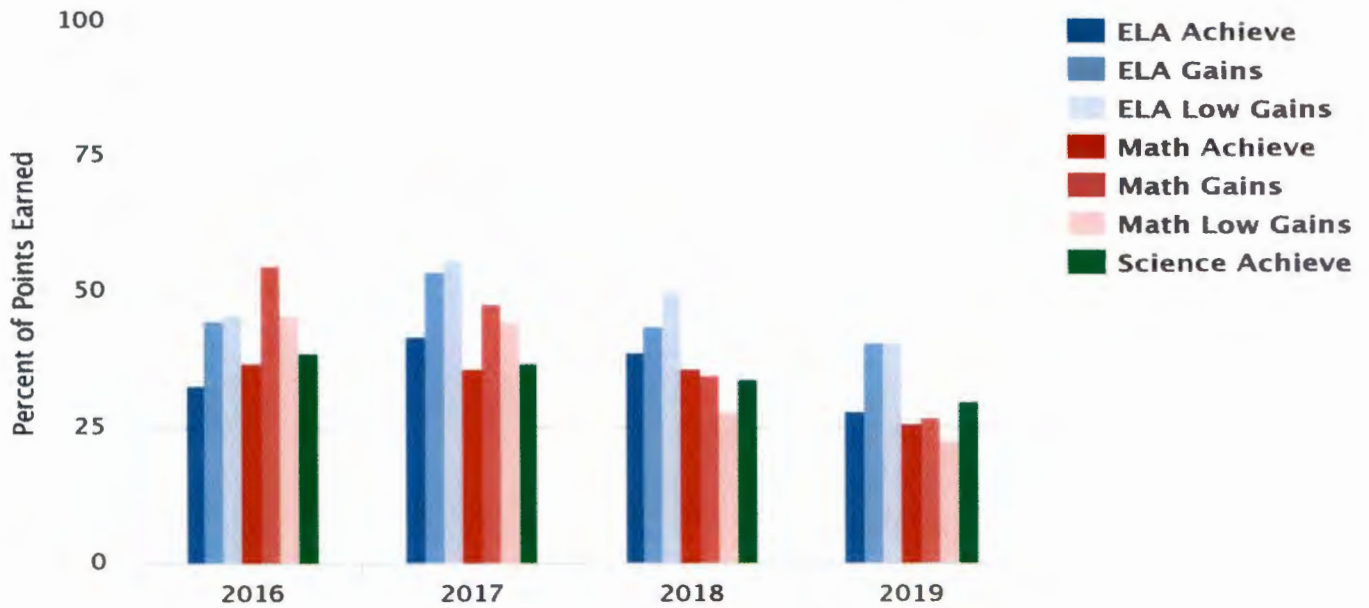
In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are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

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

- Data points from multiple data sources were utilized to determine areas of focus and need. Student achievement data, early warning system data (absences, suspensions, retentions, course failures), teacher VAM data, student subgroup performance, previous year's learning walk data, and stakeholder surveys, and input from the Community Assessment Team (CAT). Senior staff, along with the school leadership and academic cabinet, analyzed data to create the plan.

School Grades Applicable Points Earned by Grading Formula Cell

35 - Lake - 0031 - Beverly Shores Elementary School



Academic Outcomes Data

35 - Lake - 0031 - Beverly Shores Elementary School (Percentiles by Elementary)

	2016-17			2017-18			Annual Change			2018-19			Annual Change		
	Outcomes			Outcomes			Outcomes			Outcomes			Outcomes		
	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools
ELA Achieve	42	26	1,836	39	18	1,822	-3	29	1,793	28	4	1,812	-11	2	1,787
Math Achieve	36	7	1,836	36	6	1,822	0	49	1,793	26	2	1,812	-10	7	1,787
Science Achieve	37	24	1,781	34	12	1,771	-3	27	1,740	30	10	1,770	-4	47	1,737

ESSA Federal Index

OVERALL Federal Index - All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	98%

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School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	58%	57%	39%	59%	56%
ELA Learning Gains	41%	57%	58%	44%	54%	55%
ELA Lowest 25th Percentile	41%	49%	53%	50%	46%	48%
Math Achievement	26%	60%	63%	36%	63%	62%
Math Learning Gains	27%	56%	62%	35%	54%	59%
Math Lowest 25th Percentile	23%	39%	51%	28%	41%	47%
Science Achievement	30%	54%	53%	34%	55%	55%

2018-19 EWS

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	117 (0)	135 (0)	107 (0)	145 (0)	111 (0)	115 (0)	730 (0)
Attendance below 90 percent	29 (1)	40 (28)	26 (21)	33 (10)	21 (4)	32 (8)	181 (72)
One or more suspensions	3 (29)	17 (44)	20 (76)	32 (54)	27 (42)	44 (44)	143 (289)
Course failure in ELA or Math	17 (11)	15 (3)	23 (6)	48 (9)	29 (5)	29 (7)	161 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	122 (40)	101 (30)	167 (33)	390 (103)
Level 1 on FSA ELA	0 (0)	0 (0)	0 (0)	68 (0)	43 (0)	42 (0)	153 (0)
Level 1 on FSA Math	0 (0)	0 (0)	0 (0)	54 (0)	58 (0)	80 (0)	192 (0)
Level 1 on FSA Science	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	45 (0)	45 (0)
Number of students retained ever	4 (0)	13 (0)	18 (0)	34 (0)	27 (0)	33 (0)	129 (0)

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	15	15	20	25	29	8				
ELL	28	41	27	33	31		18				
BLK	20	35	45	16	15	14	22				
HSP	34	49	43	31	33	45	37				
MUL	45	50		30	20						
WHT	35	39		40	45		36				
FRL	25	42	47	23	25	24	27				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	40	52	10	30	36	7				
ELL	23	50		33	31						
BLK	31	41	50	27	33	27	24				
HSP	35	47		36	34						
MUL	31	20		33							
WHT	58	51	40	51	41	45	48				
FRL	36	43	50	33	34	28	30				

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

- **Recruitment and Retention:** Teachers are the single greatest difference makers when it comes to student achievement. BSES has struggled to recruit and retain experienced, highly effective teachers. The district created an MOU to allow for various incentives for teachers at Beverly Shores ES. These incentives will include stipends for recruiting and retention, professional development opportunities, child care discounts, increased availability of resources and technology. The TSSSA application also provided a valid and reliable model to intensive teachers that are not within VAM tested grades and therefore did not receive the Supplemental Teacher Allocation directly from the state based on VAM, and opportunity to receive an incentive. Highly Effective teachers will receive \$8,500 and Effective will receive \$6,400.
- **Monitoring and Oversight:** The superintendent and the Academic Cabinet will meet quarterly with the school leadership team to ensure fidelity to the plan and additional support required to achieve identified goals. Learning walks will be conducted daily, along with weekly common planning in all grade levels, and weekly leadership team meetings. The district turnaround team provides additional oversight through a targeted action plan and on-site support. District turnaround team has a track record of success in previous years with regard to supporting and directing the turnaround efforts at DA schools.

The school has identified five areas of school-wide improvement for the upcoming school year. These areas are student behavior, teacher retention, the implementation of school wide systems and accountability, grade level and standard based instruction, and student and teacher attendance. Early warning systems and data are monitored closely by the instructional dean and weekly updates are provided at the leadership meeting.

The school has implemented several strategies designed to address the improvement of student behavior. Positive student relationships are being established by incorporating the Sanford Harmony curriculum and restorative practices. The faculty has received training in both models and early indicators report an improvement in student behavior. The school has also incorporated numerous school clubs designed to build self-worth and esteem. Additional school personnel such as family liaisons, interventionists, and a mental health specialist have worked collaboratively to maintain a strong link to the community.

The school based administration has made a commitment to maintaining a full instructional and non-instructional staff. Instructional personnel will receive a supplement for teaching at the school. The Supplemental Teacher Allocation, designed to attract teachers to challenging schools, has had a positive effect in filling selected vacancies. Being staffed has allowed the school to begin the year with structure and certainty and effectively provide educational systems and support. The school based leadership team has provided on-going support and guidance to the staff and has promoted a sense of urgency and accountability.

Instructional coaches have been instructional in providing the importance of standard and grade level appropriate instruction. Common planning sessions occur twice a week and provide educators an opportunity to share best practices. Standards are dissected to extract the full understanding of student learning expectations. Instruction is modeled by the coaches in an effort to create uniformity across similar grade levels and content areas. Vital administrative support is present during these common planning sessions and the use of data is prominent.

School based interventions are established and students are receiving their appropriate level of support. Great effort has been put in place to properly identify and target students in need of additional support. Small learning centers, intervention classes, as well as effective core instruction, are closely monitored by the MTSS Team Lead to determine progress.

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District staff has also provided assistance in the construction of school wide systems and accountability. The district based team has provided valuable guidance in both core instruction and interventions. By visiting the school frequently, this district based team has fostered a positive relationship with leadership and staff. The addition of a former turnaround principal to the team has assisted with maintaining a focus on these vital components of the educational process.

Standards alignment and instructing to the full extent of the standard has been prominent in every common planning meeting to date. District and school based personnel have been relentless in the importance of this expectation. Instructional coaches have modeled and reinforced the value of standards alignment. Learning walks are utilized to monitor the transference from the planning sessions to the classroom. Structured and purposeful common planning has managed to keep a focus on deep engagement in reading, writing, thinking, and talking. School and district based personnel have brought standards based instruction to the forefront. In addition to the promotion of the depth of the standard, proven instructional strategies are also discussed and modeled. Teachers leave the common planning sessions with deliverables to support their lesson, an understanding of specific test items specifications, common assessments, and specific instructional strategies.

Incorporating a strong link to the community has already been helpful to begin the school year. Two school based Family School Liaisons also work collaboratively to promote family events and school functions.

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

- Inability to recruit and retain highly effective and experienced teachers: This area has been addressed through the narrative above.
- Teacher vacancies throughout the year: The Human Resource Department has placed flags on any vacancies that occur at this school to ensure that if a vacancy occurs the school receives top priority in filling it with a qualified applicant. The school has a plan to fill vacancies with instructional coaches so that they can provide daily core instruction and ensure students retain their academic momentum.
- Inexperienced teachers: A professional development plan has been implemented to support all teachers in building capacity. A differentiated support plan has also been put into place to provide additional targeted professional learning, coaching and co-teaching, as well as, targeted feedback to strengthen instruction and student achievement.

Implementation Plan

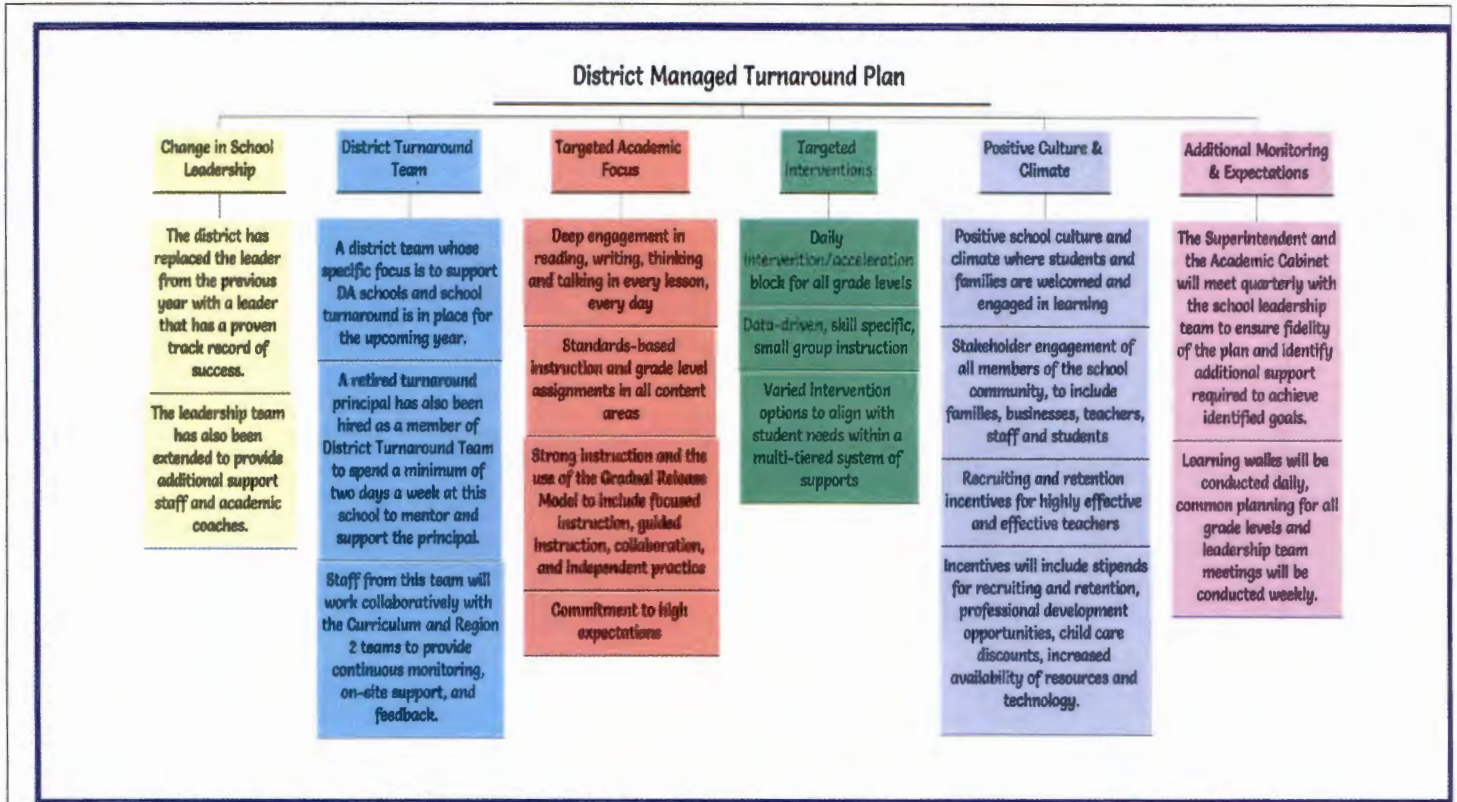
Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

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.

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The needs assessment results were utilized to organize and align support and interventions within these three areas.

1. **Accountable and Shared Leadership:**

- **Change in School Leadership:** The district replaced the leader from the previous year with a leader that has a proven track record of success. A new principal was appointed in July 2019. The leadership team has also been extended to provide additional support staff and academic coaches.
- **District Turnaround Team:** A district department with a specific focus to support D and F schools and school turnaround is in place for the upcoming year. Staff from this department will work collaboratively with the Curriculum, Instruction, and Assessment Team and Regional Team to provide continuous monitoring, on-site support, and feedback.
- **Turnaround Principal Program Specialist:** A retired turnaround principal has also been hired as a member of the district turnaround team to spend a minimum of two days a week at this school to provide consistent support. This principal has a proven track record and was appointed as principal of Leesburg High School when the school was one of the lowest high schools in the state. This principal worked collaboratively with the state DA team and district turnaround team to increase the school grade and successfully exit DA. He was later promoted to Chief Academic Officer and also returned after retirement to lead another school in need where he increased the school grade there also.
- **Shared leadership has begun with the Community Assessment Team.** This team consisting of local community members, as well as district and school based personnel, has met and focused on the steps needed to improve student performance. New school leadership has been instrumental in providing the energy and motivation to focus on providing a positive culture focused on improved student achievement. Teacher leaders have embraced the challenge of the turnaround. District and school personnel, as well as the community members are committed to hold each other accountable to improve the academic learning atmosphere at BSES.

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2. Standards-based Instruction and Learning (for student and adult learners):
- Targeted Academic Focus: Instructional focus calendars have been reviewed and supplemented to ensure academic alignment and ongoing formative assessment. Professional development for teachers and leaders has been provided to support deep engagement in reading, writing, thinking and talking in every lesson, every day. Ongoing professional learning will continue to occur throughout the year. TNTP's The Opportunity Myth is the school-wide anchor text for the year and focuses on Grade Level Assignments, String Instruction, Deep Engagement, and High Expectations. Standards-based instruction and grade level assignments are planned through facilitated common planning weekly for in core content areas. Strong instruction and the use of the Gradual Release Model to include focused instruction, guided instruction, collaboration, and independent practice is a school-wide collective commitment, as well as the commitment to high expectations for all students.
 - Targeted Interventions: Varied intervention options to align with student needs within a multi-tiered system of supports are provided. Researched-based interventions are utilized and teachers as well as teacher assistants have been trained in the usage and program fidelity requirements. A daily intervention/acceleration block is in place for all grade levels. Data-driven, skill specific, small group instruction occurs daily school wide. Additional push-in and pull-out support is provided to students outside of core instruction and scheduled school-wide intervention time.

District Instructional Framework

A key priority for LCS as we become a Destination District is to establish and support a common vision through grade appropriate assignments, strong instruction, deep engagement and high expectations. Each day students have multiple opportunities to read, write, think and talk through authentic literacy. We will utilize the following strategies to meet the needs of all students.

<p style="text-align: center;">Modeling Thinking</p> <p>Using "I statements" to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.</p>	<p style="text-align: center;">Guided Instruction</p> <p>Teacher questions, prompts, cues students, facilitates. Only if those don't work, go to direct explanation.</p>
<p>Purpose Is aligned to the standard, focuses on student learning rather than a task, activity or assignment and must be interesting and relevant. Students can state:</p> <ul style="list-style-type: none"> ● what they are learning, ● why they are learning it, ● how they will know they have learned it. 	
<p>Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers.</p> <p style="text-align: center;">Collaborative Learning</p>	<p>Addresses the most important goal of good instruction- provide students with practice in applying skills and information in new ways independently.</p> <p style="text-align: center;">Independent Learning</p>

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Teacher Moves	Student Moves	Evaluation Elements
<ul style="list-style-type: none"> • High expectations for all students • Conferring • Questioning, Prompting, Cueing • Wait Time (3-5 Seconds) • Checks for understanding • Provides relevance for learning • Task is aligned to grade level standards • Utilizes formative assessment • Adjusts based on student responses • Chunks content • Provides "just in time" support • Utilizes catch and release • Circulates to support and assist student learning 	<ul style="list-style-type: none"> • Reading authentic text • Interacting with text • Accountable collaboration • Providing evidence of thinking • Authentic writing • Student talk exceeds teacher talk • Community of learners 	<ul style="list-style-type: none"> • Students will be engaged in actively processing new information. • Students will review important content. • Students will work collaboratively through grouping that facilitates practicing and deepening knowledge. • Students will practice through activities that are appropriate. • The teacher will facilitate learning.

3. Positive Culture and Environment

- **Positive Culture & Climate:** Restorative Practices are utilized school wide to build community, trust, and restore harm. Ongoing parent and community events and opportunities are created to increase stakeholder engagement of all members of the school community, to include families, businesses, teachers, staff and students. Front office, call-outs, newsletters, and other communications are utilized to create a positive school culture and climate where students and families are welcomed and engaged. Recruiting and retention incentives for highly effective and effective teachers are provided to increase consistency with instructional staff. Enhanced technology, classroom libraries, no cost before and after school child care for teachers, additional planning time supplements, are some of the incentives provide to support recruitment and retention as well as insure teachers are supported.
- The positive culture and learning environment is constantly reviewed. In addition the Early Warning System data gathered (attendance, course failures, discipline, and suspension) school personnel observe classrooms and hallways to effectively monitor the tone of the school. Local community members and business organizations have adopted the school in an effort to provide needed support. Local churches have also expressed a desire to assist in any way. The school based MTSS program has sent a loud message to the students that your academic and behavioral progress is important. School leadership will continue to stress the positive and the importance of a healthy student centered environment.

Part B.

District-Managed Turnaround Plan Assurances

- Lake County School verifies that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

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

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:

Beverly Shores Elementary School's School Improvement Plan is directly aligned to the TOP-2 and the three domains:

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

Beverly Shores Elementary School, School Improvement Plan (SIP) Focus Areas include the following:

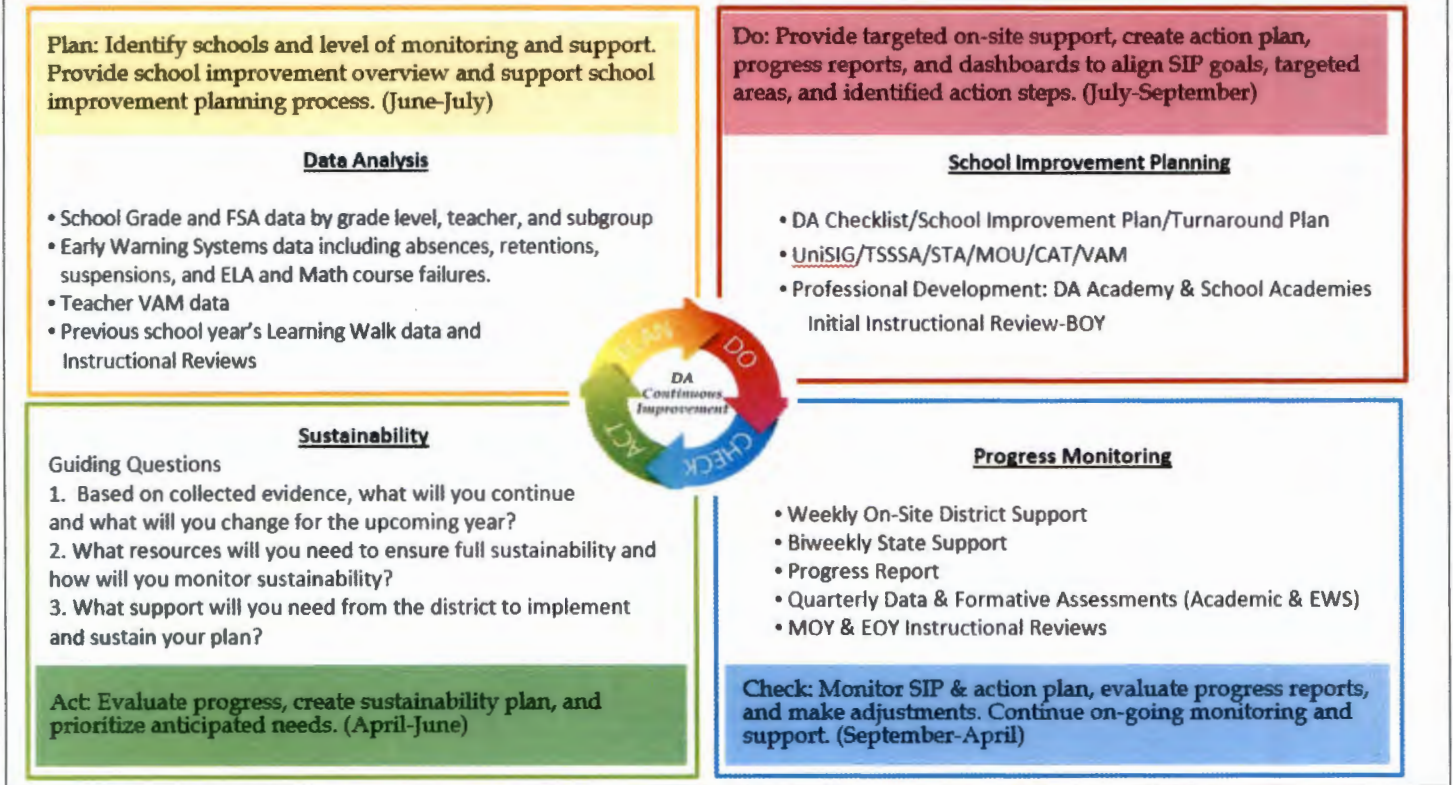
1. **Shared Leadership & Capacity Building:** Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure consistent and fidelity of implementation. Teacher retention was identified as a critical area of need because Beverly Shores started off the year with 17 instructional positions open at the beginning of the last school year. Throughout the school year, there was high teacher turn over whenever some of those positions were filled briefly. This resulted in the instructional and district staff being pulled to cover classes, unable to do their own job duties supporting all students and teachers to the full intent or purpose of their position. By increasing teacher retention, this will allow students to have a more stable learning environment, establish stronger relationships among both students and teachers, and increase academic achievement.
2. **High Expectations & Standards-Based Instruction:** With high expectations, teachers will plan and deliver standards based instruction and authentic literacy and numeracy experiences. Instructional blocks will utilize the gradual release of responsibility model with an explicit focus on creating collaborative learning opportunities that incorporate reading, writing, thinking and discussing in every lesson every day. This area of focus was identified as a critical area of need because the data shows a decline in student test scores in Grades 3-5 ELA/Reading, Mathematics and 5th grade Science. This area of focus will improve student achievement by ensuring teachers are planning lessons with the district initiative of How We Teach, What We Teach, and using Authentic Literacy as their guideline. Our school is committed to increasing student achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned, we will provide all students with collaborative, hands on learning experiences resulting in student academic success.
3. **Targeted Intervention and Acceleration:** Within a multi-tiered system of support, teachers and instructional support team will plan, deliver and monitor, targeted, data-driven instruction through small group and individual interventions and acceleration for all underperforming students and subgroups. This area of focus was identified as a critical area of need because after analyzing state and district assessment across all grade levels, student achievement data was significantly below grade level expectations. This area of focus will improve learning and success by ensuring all learning is aligned to the full intent of the standards with evidence based strategies that support the students' in their area of deficiency. All strategies are being provided to these students with fidelity. The students will be monitored and tracked through student data points and analyzed to determine if progress is being made by teacher collaboration in PLC's and collaborative planning. If students are not making appropriate growth, the MTSS team selects a different research based strategy and the MTSS Coordinator/Interventionist collects and tracks further detailed data.

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4. **Positive Culture and Climate:** With high expectations, faculty and staff will create and support a positive school culture and climate where positive relationships are developed, teacher and student self-efficacy are strengthened, and students and families are welcomed and engaged in learning. This Area of Focus was identified as a critical area of need because school data showed low student attendance, high discipline, high number of bullying and harassment investigations and low academic growth. By establishing a positive culture and climate, encouraging and strengthening family with school relationships, and incorporating restorative practices and Sanford Harmony curriculum, student achievement and student efficacy will increase and create an environment of safety and belonging to a collective community. Teachers and students will begin to share a common vision and shared beliefs. If students like school and establish bonds with staff and other students, they will want to attend. Students that feel safe and supported at school will push themselves to achieve at higher levels

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

- The district works directly with the school leadership team using the Plan, Do, Check, Act Continuous Improvement Model. The ongoing process is described in the model below.



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 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.

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Assurance 1: Narrative of District Capacity and Support

1. Describe the district leadership team and its role in implementing the DMT plan.
 - The district leadership team includes three program specialists under the direction of the Executive Director for Academic Services and Interventions. Daily targeted support is provided to strengthen and establish core instruction, interventions, and leadership. Additionally, monitoring and feedback is provided to gauge and accelerate progress towards set goals. Senior staff meet weekly along with the Academic Cabinet to monitor and support Beverly Shores ES. The District Turnaround Team provides on-site support at minimum twice a week. Instructional Reviews are conducted three times a year and an action plan is used to monitor and track recommendations and actionable next steps from each formal Instructional Review.
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.
 - The district provided an additional assistant principals even though the school did not meet the enrollment numbers to receive an additional allocation. The district also provided a Curriculum Resource Teachers to support curriculum alignment and instructional strategies and resources school-wide. Academic Instructional Coaches are in place for standards based instructional support in core content areas. An MTSS Coach and additional intervention resource teachers are on staff to support targeted interventions. Potential Specialists along with Guidance Counselors monitor and support EWS flags. A Dean was also provided by the district to allow instructional leaders to focus on academic supports and not have to monitor and support behavior and discipline throughout the instructional day. This staffing model is above and beyond the standard district staffing in that schools of this size would normally be provided one assistant principal and one instructional coach.
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.
 - The district leadership team is building capacity in instructional coaches on utilizing programs aligned to Florida standards paired with best practices for supporting students who are at risk and come from high-poverty. The instructional practices have changed more so than the programs. The school follows the district scope and sequence and utilizes the district curriculum blueprints. These tools and resources have proven to be effective for other schools with similar demographics and also with schools district-wide. The school also uses the Leveled Literacy Interventions (LLI) and the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Intervention to support the needs of students that are underperforming and in need of additional support. Both programs are researched-based and effective at closing gaps and increasing student grade level performance.
4. Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.
 - Learning walks and on-site monitoring support visits are used to monitor progress towards SIP goals and proficiency in instructional best practices. Summative assessments aligned to Florida Standards that will be used in schools consist of i-Ready for ELA and Math, district developed Common Mini Assessments for ELA, Math, and Science and quarterly district developed assessments, and a mid-year Lake Standards Assessment. iReady, utilized by schools nation-wide

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and listed as a state approved reading assessment for third grade promotion, is utilized as a reading and math diagnostic. SIPPS and LLI screeners are also utilized to group students for targeted skill based reading interventions. These assessments were created under the direction of the Curriculum, Instruction, and Assessment Department to align to the standards and various item types. These assessments have been added this year to provide an extra data set above and beyond iReady.

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.
 - Based on progress monitoring through learning walks, additional supports will be provided to establish and/or strengthen systems with regard to interventions, implementation of best practices such as establishing the purpose during core instruction, establishing and adhering to schedules, tools to disseminate information school-wide. As it relates to summative assessment data, the capacity of instructional coaches will be built to identify what skills are to be retaught whole group versus standards to address in small group and skills to practice in stations. These multiple sources of academic data, combined with quarterly Early Warning Signs (EWS) tracking within a Multi-Tiered System of Supports (MTSS), assist with ongoing progress monitoring and problem solving to support student achievement. Students will be grouped and regrouped every 4-8 weeks, depending on intervention and program, to ensure that the interventions are working. At that time students will continue in the intervention if needed, have the intervention modified to support their identified need, or discontinue the intervention if they have met the outcome goal.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
 - D and F schools are allocated based on recommendations of Senior Staff, Academic Cabinet, and the School Principal. The District Turnaround Team provides additional recommendations based on strategies that have demonstrated success. D and F schools are always placed as priority in determining access and opportunity to additional resources that may align to their SIP goals and increase success.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
 - An MOU was created to allow for up to three days of common planning in D and F schools. Union language only allows for one day a week for common planning and two days if teachers are paid or released early for the second day. Teachers are provided with additional stipends for planning at D and F schools but the MOU eliminated the barrier for leadership to allow for more time to ensure aligned instruction is planned and implemented.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.
 - The district leadership team uses the School Improvement Plan and the school action plan to guide support provided weekly to Beverly Shores Elementary. The support provided is documented and communicated through the on-site monitoring support form which is debriefed with administrators at the end of each visit. Additionally, the frequency of support is captured through the dashboards. The dashboards indicate the date and support provided during each visit. Three times a year, the school action plan is reviewed and revised as needed during instructional reviews. These changes are developed from the Learning Walk data, on-site monitoring, and information provided by the school-based leadership team. A school Progress Report is created to

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collect data trends and evaluate growth. A school Dashboard is utilized to align and monitor ongoing support provided from various district departments.

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.

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. The principal has been replaced for the 2019-20 school year. The new principal is Cindy Christidis and her start date was July 3, 2019. Ms. Christidis has served as a principal and assistant principal in Title I and Non-Title I elementary and secondary schools.
2. Ms. Christidis has a proven track record of success at all schools she has served in and school grades ranging from A, B, and C over the course of her tenure. Prior to her selection to lead Beverly Shores ES, herself and her leadership team improved the school grade of Treadway Elementary from a C to B. Treadway is located in the same region as Beverly Shores ES and has some similar challenges. Both schools have students that feed to the same middle school and high school based on zoning and feeder patterns.
3. In transitioning to principal at Beverly Shores ES, Instructional Coaches from the Treadway leadership teams were promoted to Assistant Principals based on their record of success to join Ms. Christidis in leading the work at Beverly Shores ES. The former principal was transferred to an assistant principal role at another school and the former assistant principal was also transferred to another school. The Literacy Coach, Math Coach, Intervention Teacher, and Guidance Team remained at the school. An additional assistant principal position was added to the school by the district for the 2019-20 year to support turnaround efforts. An additional math coach, literacy coach and intervention teacher were also added to the leadership team through UniSIG funding. Many members of the leadership team that stayed on, outside of the principal and assistant principal that were transferred, were also staff at the school when it improved from an F to a C and also held the C grade for two years prior to the initial D grade in 2017-18. The team understands the turnaround process and will be able to implement the District Managed Turnaround Plan under the direction of the new principal.
4. The district provides a \$3,000 incentive to principals and a \$2000 incentive to assistant principals in Title I schools, but does not offer a financial incentive to principals in D or F schools. The ability to pick their leadership team and receive additional district supports and resources, such as teacher allocations, administrators, technology, etc, are afforded to principals as an additional incentive from the district.

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5. Each region has an assigned Regional Executive Director (RED) that supports and develops principals in schools throughout the region. The Regional Executive Director also has a team of support staff that work directly with schools. As this schools is a high priority need, the RED will provide weekly support, coaching, feedback, and monitoring to ensure the school leader's capacity is continuously built and developed to lead turnaround.
6. The principal retains all flexibility of hiring all staff as long as the DMTP Assurances are met. The HR Department provides additional support in vetting and forwarding candidates to ensure highly effective and effective teachers are available to the school to fill vacancies prior to the start of school and if a vacancy arises during the school year.
7. Data will be reviewed on an ongoing basis and a determination will be made at the end of the year with regard to the leadership team effectiveness in achieving the identified goals and increasing student achievement. Leadership team members will be replaced or retained based on these data trends and progress monitoring results.

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. This school is provided priority in hiring and applicants are vetted and forwarded directly from the HR Department to the principal to fill vacancies efficiently and effectively. The principal is afforded the opportunity to hire and select staff. Staff selected outside of the district vetting are then routed through a vetting process in HR and HR tracks VAM and other required data to ensure school percentages are below district averages. An MOU is in place aligned to DA requirements.

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2. Instructional/Content Coaches or district staff provide core instruction when vacancies arise until they are filled by a certified teacher.
3. All teachers receive a \$750 bonus and an MOU was established along with TSSSA funding utilized to provide teachers who are not eligible for the Teacher Supplemental Teacher Allocation incentive and opportunity to earn an incentive. There is an MOU and the criteria are outlined below.

Any eligible employee within the instructional bargaining unit, who did not qualify for the "Supplemental Teacher Allocation," that is highly effective or effective on the state and or district, three year aggregated VAM list, (including, but not limited to classroom teachers, resource teachers, guidance counselors, coaches, or media specialists who are providing intervention or targeted support to students) will receive a salary differential for working in a "DA" school as defined above.

Employer costs will be deducted from the amounts listed below.

- Highly Effective VAM: Up to \$8,500
 - Effective VAM: Up to \$6,400
4. The state provides the incentive for highly effective and effective VAM teachers through the new incentive option this year. The above criteria are how we utilize the additional TSSSA dollars to recruit, retain, and incentives more teachers.

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?

1. Paid and unpaid job ads were posted on Teachers-Teachers.com, Indeed.com and our own employment page. Additionally, an email blast went out to all certified teachers in Florida through the teachers-teachers.com platform. An attractive announcement flyer was created and posted on Facebook, twitter, Linked-In and the district website. Lastly, Human Resources hosted two virtual job fairs in July to build awareness, interest and connect potential candidates directly to the schools.

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

2. None, staff that were ineffective based on district evaluations were reassigned or non-renewed at the end of the year last year. VAM data did not come out until after the new school year began, so at that time the district already put procedures in place to not hire any new teachers to the school who did not have existing positive VAM ratings or district evaluation ratings. Once VAM were released, staff ratings were again reviewed. The chart below outlines the current data.

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

3. No one was reassigned to a DA school

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

4. The vacancies at the schools were filled mainly through two sources. Internal transfers within the district and the Indeed job ads. One fourth grade opening is still available at Beverly Shores Elementary but is currently being supported through the instructional coach being assigned to the class until a qualified applicant can be hired.

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

There are 62 teachers on staff at Beverly Shores Elementary School which include those with full and part time daily classroom responsibilities and those that serve in instructional non-load bearing support roles. Of the two teachers earning an UN rating, one is teaching 2nd grade and the other is in a resource teacher co-teach role this year. The second grade teacher has been assigned a coaching support plan to be implemented by the assigned instructional coach and assistant principal. Of the four teachers earning a NI rating, two are in resource teacher co-teach roles, one is teaching 2nd grade and one is teaching 4th grade. These teachers have also been assigned a coaching support plan to be implemented by the assigned instructional coach and assistant principal. Coaches will model and co-teach during core instructional blocks and lead teachers through the coaching cycle providing feedback and actionable next steps to build capacity. Coaches will also assist with ongoing progress monitoring and student groupings for effectiveness.

The district has made consistent efforts to recruit and incentivize teachers. The district also ensure not to hire new teachers who received a NI and US rating over the summer. The school is currently fully staffed and being that VAM data were released during the week of pre planning, moving additional teachers due to VAM would not be best for the school or students. We are required to begin school fully staffed and positions are challenging to fill at this school. Couple that reality with a state-wide teacher shortage and we do not feel as though we would have qualified individuals available to fill the three classroom vacancies and three co-teach vacancies.

Teachers also returned to this school a week prior to pre-planning for a mini instructional focus “boot camp” which allowed them to align for the year academically and build relationships socially as a team. Changing staff after two weeks together is not a benefit. Instead, the additional coaching support and plan allow for us to keep certified teachers in instructional positions and not have to place unqualified subs in front of students while we hope that we fill vacancies. We experienced this last year, as mentioned in the plan narrative, and know that certified teachers are always better for student achievement than subs. We also tried to involuntarily transfer teachers last year, but unfortunately they chose to resign and apply in neighboring counties instead of being transferred to another school unwillingly. Therefore, we submit our plan slightly above the district average in the NI category and fully committed to ensure the capacity of the school, leaders and teachers continues to be a targeted focus and a focus area in the School Improvement Plan.

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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	7	4	2
School %	2%	11%	6%	3%
District %	3%	14%	3%	4%
State %	5%	19%	5%	5%

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
Kati Pearson, Executive Director of Academic Services & Interventions
Contact information: email, phone number
PearsonK@lake.k12.fl.us , 352-253-6880
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2019
Superintendent signature (or authorized representative)
