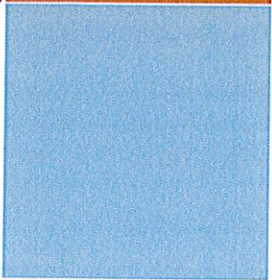


# TOP-2



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

[Volusia]  
[Westside Elementary School]

*Due-October 1*

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



**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](mailto: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
Westside/3251

**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.**

Westside’s School Leadership Team, as well as district staff, met in a Data Chat format to analyze key data points.

- Low proficiency rates stood out in ELA and Math; however, everyone agreed that Math posed the greatest opportunity for growth. There were significant drops in Math learning gains and Lowest Quartile learning gains, as well as the largest gap between those scores and state performance.

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

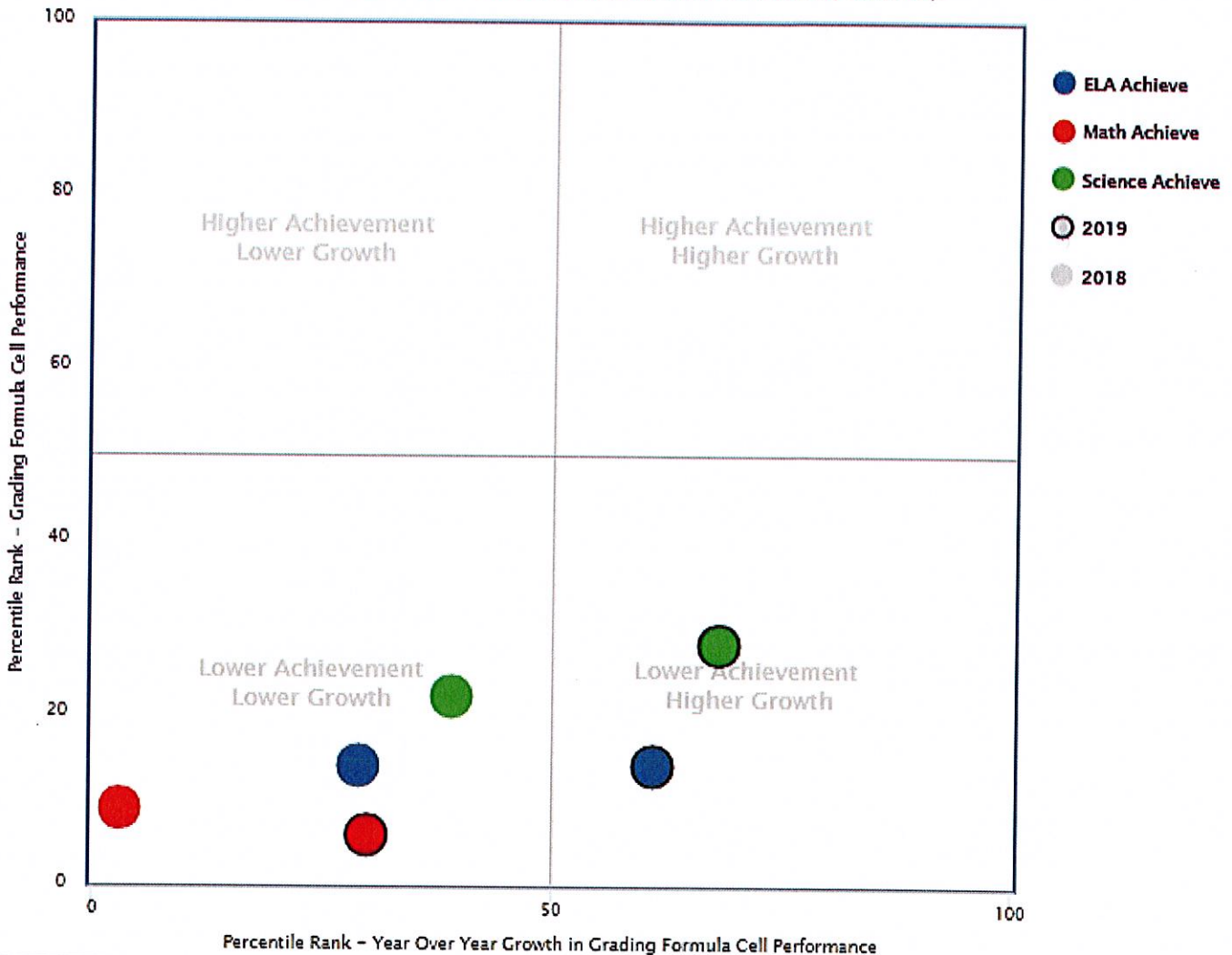
**Academic Outcomes Data**  
64 - Volusia - 3251 - Westside Elementary School (Percentiles by Elementary)

	2016-17			2017-18						2018-19					
	Outcomes			Outcomes			Annual Change			Outcomes			Annual Change		
	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools	Points	PR	Schools
ELA Achieve	39	21	1,836	36	14	1,822	-3	29	1,793	38	14	1,819	2	61	1,793
Math Achieve	53	32	1,836	40	9	1,822	-13	3	1,793	37	6	1,819	-3	30	1,793
Science Achieve	41	32	1,781	41	22	1,771	0	39	1,740	42	28	1,776	1	68	1,742

- Looking at the Percentile Rankings Bubble Chart, Westside did move from the “Lower Achievement, Lower Growth” quadrant to the “Lower Achievement, Higher Growth” quadrant in ELA and Science, but remained in the “Lower Achievement, Lower Growth” quadrant in Math. Math proficiency is in the 6<sup>th</sup> percentile and ELA in the 14<sup>th</sup>. Equal numbers of gains and losses across the 7 grade components placed Westside with the same total points as last year (249), with 35 points to reach a C.

**Percentile Rankings (PR)**  
**Performance vs. Year-over-Year Growth by School Grading**

64 - Volusia - 3251 - Westside Elementary School (Percentiles by Elementary)

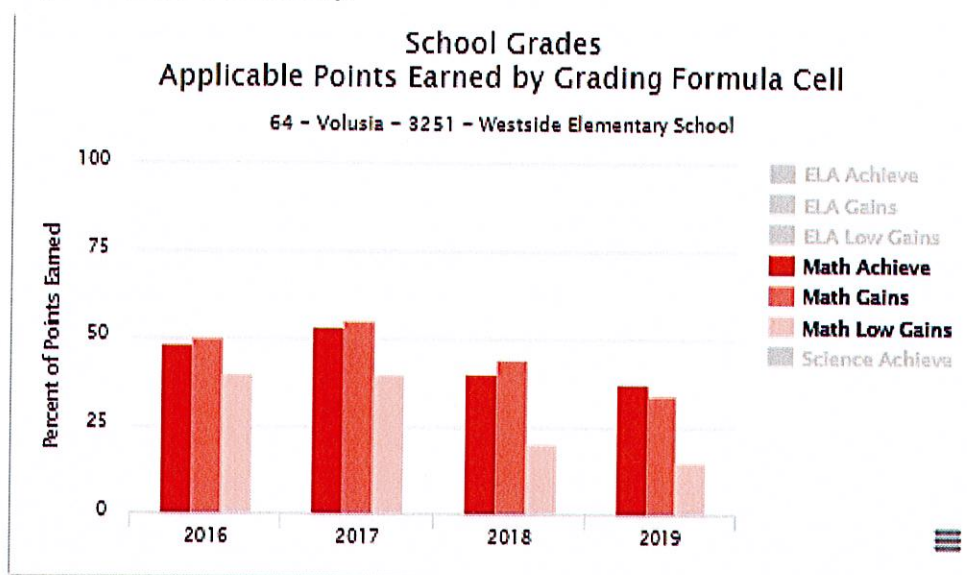




## District-Managed Turnaround Plan—Step 2 (TOP-2)

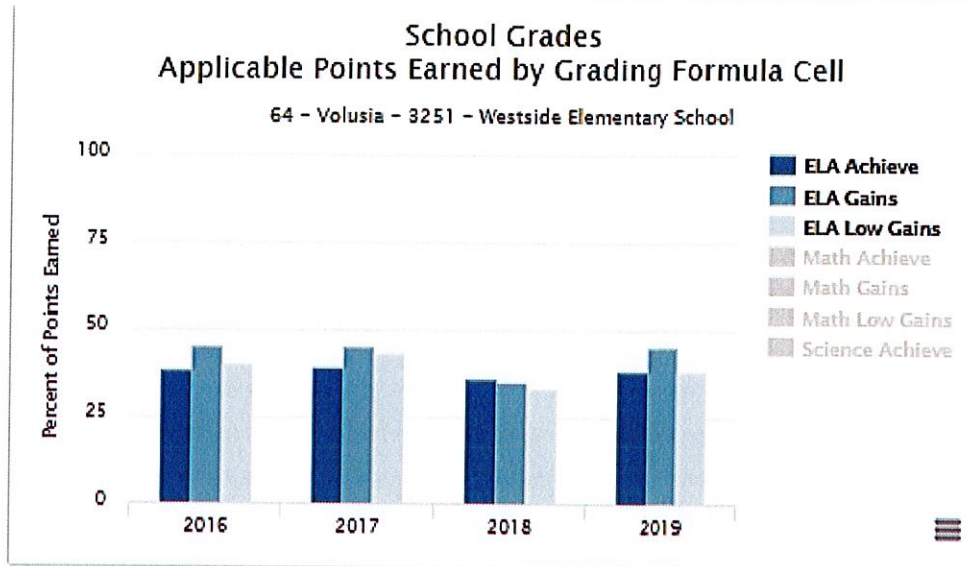
School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	56%	57%	36%	55%	56%
ELA Learning Gains	45%	56%	58%	35%	51%	55%
ELA Lowest 25th Percentile	38%	46%	53%	33%	39%	48%
Math Achievement	37%	59%	63%	40%	60%	62%
Math Learning Gains	34%	56%	62%	44%	54%	59%
Math Lowest 25th Percentile	15%	43%	51%	20%	40%	47%
Science Achievement	42%	57%	53%	41%	58%	55%

- Westside is significantly behind the district and state in all ELA and Math categories, but the gap is widest in Math, and worst in Math LQ.



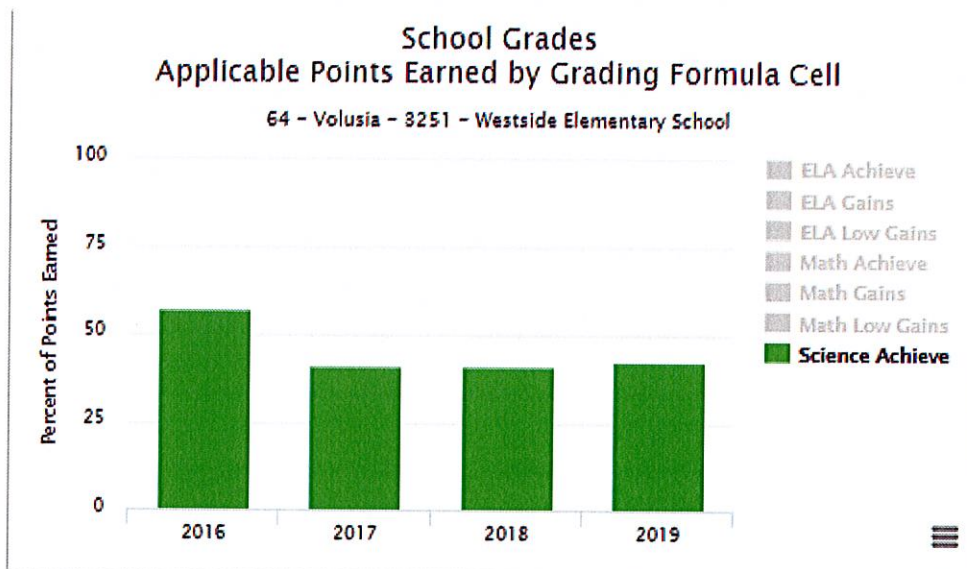
- In Math, in 2019 15% of Lowest Quartile students achieved a learning gain.
  - The greatest contributing factor to last year's low performance in Math was due to a lack of Tier I instruction in grades 3-5. The Students with Disabilities subgroup had the greatest gap when compared to the state average. Factors contributing to the gap include a lack of teacher knowledge and understanding of the standards, as well as a lack of exposure for SWD students to grade level instruction.





- In ELA, in 2019 38% were proficient in ELA
  - We attribute this low score primarily to a lack of thorough knowledge and understanding of the ELA standards and a lack of knowledge about how to analyze formative assessments to intervene to fill learning gaps.
- When comparing proficiency rates to the state average, the greatest gaps are seen in 4<sup>th</sup> and 5<sup>th</sup> grade Math Proficiency.
  - Third grade students performed 19 points below the state average.
  - Fourth grade students performed 32 points below the state average.
  - Fifth grade students performed 27 points below the state average.

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



- Science scores showed the smallest gap between school and state performance, with a gap of 12%. Proficiency in Science improved to 41%, which was a 1% increase.

- In ELA, improvements were seen in all three ELA grade components (a 2% increase in proficiency, a 10% increase in Learning Gains overall, and a 5% increase in Lowest Quartile Learning Gains).
  - Successful strategies included working with the district ELA department to plan and implement standards-aligned lessons, as well as to use iReady data for intervention.

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

- Although interventions are necessary, we feel that sometimes teachers at Westside have relied on intervention teachers to remediate learning gaps instead of ensuring that differentiation and remediation occur with the original teacher. Remediation by the intervention teacher should be supplemental to, not in place of, help provided by the teacher.
- In addition, at Westside sometimes teachers purchase lessons created by others that do not ensure sufficient target-task alignment. First, teachers will be provided training on standards and aligning learning targets; then, training will be provided on aligning lesson tasks to learning targets to ensure that student tasks are appropriately aligned to the level of rigor of the standard.
- An emphasis on standards-based instruction ensures that teaching practices deliberately focus on agreed upon learning targets. The practice of aligning learning to standards helps ensure teacher understanding of standards and also leads to higher levels of student learning. Learning targets focus the assessment process and help keep students on track for learning targets and objectives.

***The LSI Model***

The LSI Applied Research Center recently completed a research study of the Schools for Rigor model implemented in Des Moines Public Schools, an urban district of with schools of comparable size and diversity to Westside. This study, conducted by a What Works Clearinghouse certified reviewer, identified the following outcomes for students in LSI's Schools for Rigor:

- Students had an 8% improvement in reading and 3% improvement in math above the otherwise expected gains within 5 instructional months.
- Students had a 13% improvement in reading above the gain otherwise expected within instructional 5 months.
- Students experienced reduced achievement gaps within 5 instructional months:
  - The achievement gap between black/African-American students and white students narrowed by 7% in reading and 6% in math.
  - The achievement gap between students with disabilities and students without disabilities narrowed by 6% in reading and 5% in math.
  - The achievement gap between English Learners and native English-speaking students narrowed by 6% in reading and 4% in math.

LSI's Schools for Rigor model meets the requirements for evidence-based interventions according to section 8101(21) (A) of the Every Student Succeeds Act (ESSA), having produced promising evidence of significantly improved student achievement from a well-designed and well-implemented correlational study with statistical controls for selection bias. LSI will improve the school in terms of student performance on FSA and school grade while implementing next generation instructional systems that will build the capacity of the schools to sustain and continue their own improvement.

The goal of this model is to reach beyond school improvement and attain transformation of Westside into a scalable model of rigorous instruction and student engagement, providing a data-driven roadmap designed to empower district leaders and teachers. The model aligns curriculum, culture and instructional systems to attain and sustain high levels of performance through:

- Strong instructional leaders who recognize and support rigorous teaching and learning



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

- Expert teacher leaders who coach and guide peers to instructional expertise
- Skillful teachers who guide and inspire students to high academic performance
- Engaged students who self-regulate, collaborate, and think creatively with challenging academic content
- Informed and involved families and community members who take pride in the school as an example of world-class education

LSI's Schools for Rigor services will provide:

- PD for administrators, coaches, PLC leaders, and teachers
- Coaching for principal and administrators, teacher leaders (coaches and PLC leaders), and teachers
- Tracker data systems and instructional tools
- Implementation of next generation systems to reinvent schools in a replicable, scalable model.

### 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.

#### 1. Accountable and Shared Leadership

- School Needs Assessment
  - School leadership practice
  - Teaching practices
  - Alignment of curriculum to standards
- Initial months: Coaching for principals to establish strong, systemic conditions supportive of rigorous teaching and learning (weekly at a minimum)
- Later months: Continued coaching for principals focused on ensuring rigorous, standards-based instruction in every classroom for every student (weekly at a minimum)
- Bimonthly walkthroughs to observe instruction (including surveys, data analysis, and reporting)
- Using tools to measure growth in school leadership effectiveness and teaching practice
  - Walk with principal to collect and analyze data about classroom practices and student evidence of learning and to make data-informed decisions for improvement
- Monthly Executive Action Team project review meetings between LSI, district leadership and principals
- School improvement planning for the 2020-2021 school year

#### 2. Standards-based Instruction and Learning (for student and adult learners)

- Targeted professional development and weekly coaching for teachers (from district and/or LSI)
  - Target Task Alignment

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

- Teacher verification and feedback to students on attainment of learning targets
- PLC training focused on student evidence of learning
- ○ Feedback for teachers and teacher teams to grow their instructional expertise through professional development, peer coaching
- Professional learning and coaching for teachers to develop standards-based learning targets and success criteria, plan instruction, and formatively assess student progress toward standards mastery
- Ongoing targeted PD and weekly coaching for teachers to strengthen core instruction to increase student learning

### 3. Positive Culture and Environment

- Social Emotional Learning
- Conditions for Learning
- AdvancED Climate Survey
- CHAMPs

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:

The school has chosen as three Areas of Focus for its SIP:

1. Learning Gains of Lowest Quartile in Math
2. ELA Proficiency
3. Overall Learning Gains in Math

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

The district and school leadership team have worked together to create the following action steps in the School Improvement Plan, which will complement the District Managed Turnaround model.

#### Goal #1: *Lowest Quartile Learning Gains in Math*

1. Review Math Lowest Quartile Data to create the master schedule, focusing on the proper placement of students for Interventions, ESE, and ESOL support in Math.
2. Administer Math I-Ready Diagnostic Assessments to establish baseline data.
3. Utilize the Math Instructional component of iReady.
4. Conduct PLCs for Math data chats that are focused on reviewing student groupings and planning for individualized teachers and interventions.
5. Utilize Coaching Cycles to support teachers in implementing effective core and small group instruction.
6. Monitor the effectiveness of small group instruction through ongoing Administrative Walk-throughs, feedback, and Learning Walks with coaches and teachers during core and small group instruction.
7. Utilize research-based resources, district provided supports and professional learning, and external Professional Learning support to support effective small group instruction with fidelity.
8. Learning Sciences International Leadership and Faculty Coaching and Professional Learning.



**Goal #2: ELA Proficiency**

1. Utilize research-based resources, district support and professional learning, and external Professional Learning support to increase effective core instruction in ELA.
2. Utilize district support to assist with proper implementation of new Wonders ELA program.
3. Review ELA Proficiency Data to finalize the master schedule, focusing on the proper placement of students for Interventions, ESE, and ESOL support.
4. Administer ELA I-Ready Diagnostic to establish baseline data.
5. Conduct PLCs for ELA data chats focused on reviewing student groupings and planning for individualized instruction.
6. Create Coaching Cycles to support Teacher Growth in small group instruction.
7. Monitor the effectiveness of small group instruction through ongoing Administrative Walk-throughs, feedback, and Learning Walks with coaches and teachers during core and small group instruction.
8. Learning Sciences International Leadership and Faculty Coaching and Professional Learning.

**Goal #3: Overall Learning Gains in Math**

1. Review Math Lowest Quartile Data to create the master schedule, focusing on the proper placement of students for Interventions, ESE, and ESOL support in Math.
2. Administer Math I-Ready Diagnostic Assessments to establish baseline data.
3. Utilize the Math Instructional component of iReady.
4. Conduct PLCs for Math data chats that are focused on reviewing student groupings and planning for individualized teachers and interventions.
5. Utilize Coaching Cycles to support teachers in implementing effective core and small group instruction.
6. Monitor the effectiveness of small group instruction through ongoing Administrative Walk-throughs, feedback, and Learning Walks with coaches and teachers during core and small group instruction.
7. Utilize research-based resources, district support and professional learning, and Professional Learning support not provided by the district to support effective small group instruction with fidelity.
8. Learning Sciences International Leadership and Faculty Coaching and Professional Learning.

**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.



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

☒ 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.

### Assurance 1: Narrative of District Capacity and Support

#### 1. Describe the district leadership team and its role in implementing the DMT plan.

The Chief Academic Officer for Instructional Services directs the work of the District's Multi-Tiered System of Support to respond to the DMT schools’ needs and allocate resources where necessary. The Area Superintendent for Transformation serves as the Turnaround Lead for any schools in turnaround. The Community Assessment Team and Transformation Team have been developed to support and leverage growth processes in place at turnaround schools.

In addition to support provided to schools by district liaisons, the Chief Academic Officer for Instructional Services, the Area Superintendents, the Executive Director for K-12 Curriculum, the Coordinator for Professional Learning & School Improvement, Cabinet members, and other key district



staff meet with the district's lowest performing schools (Tier 3 schools) in the early weeks of the school to analyze data and determine what the DMT plan will look like for the school.

During each of the meetings listed, district and school personnel work together to review school performance data, determine causes for low performance, make recommendations for school improvement, and target school support needs.

**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.**

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.), as well as a Memorandum of Understanding for D schools. The changes planned within the Turnaround Model will not impact School Board policy, but they would impact the negotiated contracts of the bargaining units. Through the MOU policy and practice changes are given flexibility in order to strengthen the capacity of school-based leadership teams to implement interventions as needed.

**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.**

New instructional materials for ELA and Math are in place at all VCS schools. ELA, Math, Social Studies, and Science materials have been reviewed by district specialists, teacher cadres, and independent groups (such as EdReports) to determine that they are aligned to Florida Standards. Previously, ELA and Math modules were created by district-led teacher teams; due to teacher difficulty with using the modules, the decision was made to purchase new ELA and Math instructional materials.

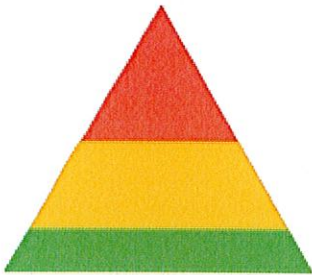
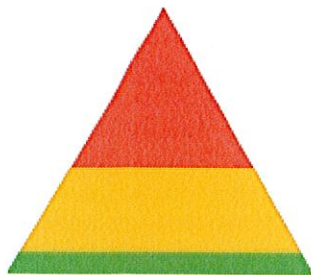
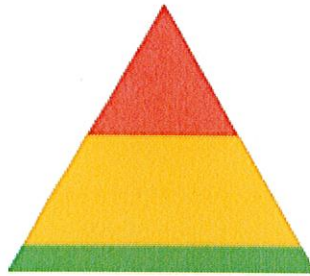
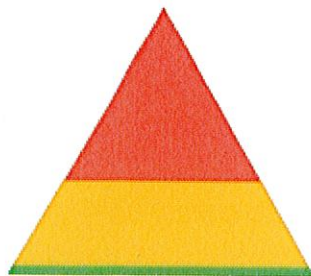
**4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.**

Standards-aligned assessments will be used, in addition to iReady assessments.

**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.**

When state assessment scores are received, VCS tiers its schools. Those schools with D school grades are classified as Tier 3 and will be supervised by the Area Superintendent for Transformation. A Lead Liaison is assigned from the district to support the school at a minimum of once per week. In addition, this year, all D school principals opted to contract with LSI for additional support.

Analysis of current iReady data shows that Westside is performing significantly below district average. As such, they will receive support from ELA and Math Regional Resource Teachers once a week. Resource teachers will work with PLC groups to provide support for planning lessons, tasks, and interventions that are aligned to standards.

iReady Diagnostic 1	
ELA District	ELA Westside
 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 26%</li> <li>● Tier 2 45%</li> <li>● Tier 1 30%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 36%</li> <li>● Tier 2 49%</li> <li>● Tier 1 15%</li> </ul>
Math District	Math Westside
 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 24%</li> <li>● Tier 2 58%</li> <li>● Tier 1 18%</li> </ul>	 <ul style="list-style-type: none"> <li>● At Risk for Tier 3 42%</li> <li>● Tier 2 52%</li> <li>● Tier 1 6%</li> </ul>

**6. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.**

The Lead Liaison and Area Superintendent for Transformation work with the district team to design support that is aligned to the specific needs of the school. This year, LSI has conducted a School Needs Assessment that will be used to further customize and strengthen the plan for support.

**7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.**

Coaching support has been modified somewhat to ensure that coaches are not using multiple tools from different systems with teachers at our D schools. Typically, coaches would use tools from the NTC model; however, since LSI has its own tools, coaches at our D schools are using LSI tools. Union policies have been modified as described above. We also provide principals at D schools more latitude to determine intervention resources.

**8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.**

The Area Superintendent for Transformation, Lead Liaison, and Elementary Coordinator work together to review and monitor support. Together they provide a report on successes and challenges to the district Transformation Team that meets monthly. Where needed, the Transformation Team problem solves to put the correct resources in place to address any situations that arise. Instructional Reviews, Data Comms, and



SIP Progress Monitoring Meetings are additional processes that allow district personnel to monitor and intervene as needed.

### 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:



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

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. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.**

Upon receipt of the second D school grade, the previous principal was removed and replaced with Principal Dwayne Copeland in late July 2019. He was placed as principal of Edith I Starke Elementary in 2014 when the school earned an F and was pivotal in helping the school to make its turnaround from F to C. In order to determine principals eligible for Transformation schools, a list of Turnaround Principals was created. The Superintendent and Area Superintendents agreed that Mr. Copeland had the skills and success record necessary for Westside Elementary.

- 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.**

Principal Copeland has prior elementary experience, as well as prior turnaround experience. In addition, serving at Starke Elementary gave him experience with supporting a high needs Title I school and knowing how to support learners who come from backgrounds of high poverty. Assistant Principal Tamla Glenn-Dixon has in place at Westside Elementary for a number of years. Having Ms. Glenn-Dixon remain as the Assistant Principal of the school ensures that the leadership team has the continuity to know which strategies from the prior year worked and which did not. Her work has been exclusively with Title I schools.

- 3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.**

The ELA and Math Academic coaches are remaining in place.

- 4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?**

The District offers a bonus to principals who lead turnaround schools and are successful in increasing the school a letter grade.

- 5. How does the district build the capacity of turnaround leaders?**



We are currently talking with our Regional Executive Director about how to increase the capacity of our turnaround leaders. We have had several principals participate in the Commissioner’s Leadership Academy and the Instructional Leadership Teams Academy; however, we are interested in pursuing more opportunities in this area with state assistance. We have also partnered with LSI to increase the capacity of our current turnaround leaders in our D schools. LSI provides leadership coaching and faculty coaching, with specific action steps that support turnaround.

**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?**

The principal is able to select his coaches and teachers, as well as have input into his assistant principal.

**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?**

If the school’s grade does not improve, the district will recruit a greater percentage of highly effective and effective teachers to join the staff. In addition, the frequency and intensity of district support will increase.

**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. 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?**

All D schools are given priority in hiring. Although hiring is completed at the school level, district assistance is given in order to ensure that DMT schools are filled. For the first time this year, D schools were given the flexibility to accept transferring teachers from other district schools who wished to come to their schools. The MOU for emergency status now speaks to the priority that D schools have in hiring.



- 2. How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?**  
The Superintendent gave a directive that coaches and intervention teachers were to be used to fill unexpected vacancies so that students would be instructed by certified instructional personnel.
- 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?**  
The union contract provides for Turnaround School Performance Pay up to \$4,000, contingent upon increasing the school grade.
- 4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?**  
The UniSIG Teacher Allocation was used to help recruit Highly Effective and Effective state VAM teachers to turnaround schools.

### **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.

- 1. What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?**  
The UniSIG Teacher Allocation was used to help recruit Highly Effective and Effective state VAM teachers to turnaround schools.
- 2. How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?**  
At Westside, 5 teachers were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.
- 3. Confirm that all reassigned instructional personnel were not reassigned to DA schools.**  
Reassigned instructional personnel were not reassigned to DA schools.
- 4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?**  
The principal and district worked together to recruit teachers. The Human Resources Coordinator ensured that lists of all qualified candidates with acceptable VAM scores were provided to the principal on a regular basis. As some staff were reduced at other schools, the principal asked that he receive first opportunity to interview these candidates for transfer.



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

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

<b>STATE VAM DATA- School % Compared to District and State%</b>				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	11	3	3
School %	11.1%	61.1%	11.1%	16.7%
District %	11%	53%	20%	17%
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.



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

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Kati Dyer, Director of K-12 Curriculum & School Improvement
<b>Contact information: email, phone number</b>
<a href="mailto:kbdyer@volusia.k12.fl.us">kbdyer@volusia.k12.fl.us</a> , (386)734-7190, Ext. 20657
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
10/1/2019
<b>Superintendent signature (or authorized representative)</b>
