



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



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

1. Closure
2. Charter
3. External Operator

**Escambia County School District
Warrington Middle School**

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

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective _____

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

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator) to improve the school’s grade to a “C” or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three-turnaround options (Closure, Charter or External Operator). This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

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

| School Name/ MSID Number |
|---------------------------------|
| Warrington Middle School / 0561 |

Stakeholder Engagement

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

Names and affiliation of CAT members:

| | |
|--------------------------------|---|
| Jeff Sewell - RED | Philicia Rich - Lead (BSI) |
| Brent Brummet - Principal | Sherron Jinadu - External Operator (TRI) |
| Sabrina Truehill - Ed. Support | Deon Swinson - Parent |
| Carol Wood - Secretary | Cumi Thompson - Parent/Food Services Employee |
| Lisa Wadley - Teacher | Christal Hosea - Parent |
| Caleb Lovely - Teacher | Christon Brooks - Parent |
| Jackie Wilson - Ed. Support | Violetta Jones - Parent |
| Tiara Jones - Student | |

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Dates of CAT meetings (held and upcoming meetings):

09/25/19

11/14/19

The next meeting will be scheduled during the November meeting based on when the next scheduled STAR occurs and results are available.

What school data was analyzed?

The 2018 and 2019 FSA data, ESSA subgroup data, and STAR (September 2019 administration), and i-Ready was analyzed.

Identified causes of low performance:

1. Turnover in instructional teaching staff from year to year
2. Majority of teaching staff are new teachers and/or alternatively certified
3. Discipline and classroom management for new teachers
4. Attendance of students
5. Large number of students at an alternative placement that count towards the school grade
6. ESE inclusion model not implemented to fidelity

Recommendations for school improvement:

1. Professional development for new and alternatively certified teachers on classroom management and standards-based instruction
2. Social worker to help families overcome barriers to student attendance
3. Family and student data chats to discuss strengths and opportunities for student growth
4. Resource teacher to work with students at the alternative placement facility in math and science
5. Increase the number of ESE inclusion teachers
6. Schedule ESE inclusion support teachers and ESE teacher aides to have a higher impact on ESE population
7. Lower quartile students are purposely schedule with high impact teachers
8. Lower quartile students are placed in i-Ready for ELA and Math

Needs Assessment

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

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

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

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

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

| 2018-2019 School Grade Components: WARRINGTON MIDDLE SCHOOL | | | | | | |
|---|------------------------------------|-------------------------------|----------------------------|-----------------------|-----------------|----------------------|
| | English Language Arts (FSA & FSAA) | Mathematics (FSA, EOCs, FSAA) | Science (NGSSS, EOC, FSAA) | Social Studies (EOCs) | Graduation Rate | Acceleration Success |
| Achievement (% of students ≥ 3) | 25 | 21 | 33 | 52 | N/A | |
| Learning Gains | 40 | 33 | | | | 82 |
| Lowest Quartile Learning Gains | 40 | 35 | | | | |
| Total Points Earned By Your School / Points Possible: | | | | 361/900 | | |
| % of Possible Points Earned By Your School: | | | | 40.1% | | |
| School Grade for 2018-2019: | | | | D | | |

| 2017-2018 School Grade Components: WARRINGTON MIDDLE SCHOOL | | | | | | |
|---|------------------------------------|-------------------------------|----------------------------|-----------------------|-----------------|----------------------|
| | English Language Arts (FSA & FSAA) | Mathematics (FSA, EOCs, FSAA) | Science (NGSSS, EOC, FSAA) | Social Studies (EOCs) | Graduation Rate | Acceleration Success |
| Achievement (% of students ≥ 3) | 25 | 21 | 36 | 48 | N/A | |
| Learning Gains | 40 | 37 | | | | 59 |
| Lowest Quartile Learning Gains | 43 | 38 | | | | |
| Total Points Earned By Your School / Points Possible: | | | | 347/900 | | |
| % of Possible Points Earned By Your School: | | | | 38.5% | | |
| School Grade for 2017-2018: | | | | D | | |

| 2016-2017 School Grade Components: WARRINGTON MIDDLE SCHOOL | | | | | | |
|---|------------------------------------|-------------------------------|----------------------------|-----------------------|-----------------|----------------------|
| | English Language Arts (FSA & FSAA) | Mathematics (FSA, EOCs, FSAA) | Science (NGSSS, EOC, FSAA) | Social Studies (EOCs) | Graduation Rate | Acceleration Success |
| Achievement (% of students ≥ 3) | 24 | 23 | 25 | 42 | N/A | |
| Learning Gains | 43 | 41 | | | | 76 |
| Lowest Quartile Learning Gains | 36 | 42 | | | | |
| Total Points Earned By Your School / Points Possible: | | | | 352/900 | | |
| % of Possible Points Earned By Your School: | | | | 39.1% | | |
| School Grade for 2016-2017: | | | | D | | |

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Warrington Middle ESSA Subgroup Data

| Subgroup | 2017-2018 Federal Index | 2018-2019 Federal Index |
|----------------------------|-------------------------|-------------------------|
| Black/African Americans | 34 | 34 |
| Hispanic | 44 | 44 |
| Multi-racial | 34 | 47 |
| Students with Disabilities | 25 | 30 |
| Economically Disadvantaged | 38 | 39 |
| English Language Learners | N/A | 17 |

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

In analyzing schools with similar demographics, the schools with lower proficiency have earned a C or higher when their lower quartile in ELA and math are 60% or higher. After doing this analysis of state data, the school has determined they have a more focused goal with their lower quartile students. For the 2019-2020 school year the lower quartile students are placed in i-Ready for remediation time during small group centers. ELA lower quartile students have been placed with ELA teachers purposefully and thoughtfully. ELA teachers have set a goal of 60 percent learning gains with lower quartile students. ELA teachers have 90-minute blocks with all of their students every day. Math lower quartile students have been placed with Math teachers purposefully and thoughtfully. Math lower quartile students are placed with their math teacher during research class to complete i-Ready time. Onsite coaches for both Math and ELA are tracking student performance and meet with teachers to review data weekly.

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

Last year a great deal of focus was placed on Target students, those students who were level 2 and had the best opportunity of moving to a level 3. This was not an effective strategy. In our 2019 data we did not see movement to proficiency in ELA or Math or learning gains for these students. The school neglected to focus on our lower quartile students and we saw a decline in the lower quartile learning gains as well. The focus for the 2019-2020 school year is the lower quartile students to ensure that at least 60% of these students make learning gains. Warrington will be doing on-going progress monitoring for students in the lower quartile and identified sub-groups to ensure that learning is happening and instruction is being driven by the data.

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Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

- Closure (RC):** Reassign students to another school and monitor the progress of each reassigned student.
- Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.
- External Operator (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

Selected Turnaround Option Plan Rationale

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

The district will continue to provide opportunities for stakeholders to attend meetings that are conveniently scheduled to build interest in the turnaround process. To strengthen the response the district will review Parent Satisfaction survey results from StuderEducation. The CAT along with the District Leadership Team (DLT) will work to extend engagement efforts to stakeholders from feeder pattern elementary schools to support common goals for students over time and the community as a whole. The CAT along with representation from the DLT will convene when STAR data is available in January 2020.

The DLT and the CAT have determined the district would select a charter organization to take over the school instead of a closer due to the negative impact of closing the only middle school in the neighborhood. The district has communicated with 2 charter organizations, IDEA Public Charter Schools and KIPP Charter Schools. IDEA Public Charter stated they would not be prepared for the takeover of Warrington Middle School until the 2022-2023 school year. KIPP Charter stated that at this time they were not prepared to expand outside of Jacksonville, Florida. The district also reached out to Somerset Academy multiple times but has not received communication back from the company. The district is concerned that a charter organization, with a record of turnaround success, will not be identified in time to take over Warrington Middle School beginning in the 2020-2021 school year.

However, the DLT and the CAT have also determined that an extension of the partnership with The Rennselaerville Institute (TRI) serving as the external operator of the school would be the best turnaround option for Warrington Middle School. If an extension of the current EO turnaround plan is approved, an amended contract with TRI will be presented to the Escambia County School Board for the 2020-2021 school year, to include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

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Complete only the section for the selected turnaround option.

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

Closure (RC)

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel who are rated as Unsatisfactory or Needs Improvement based upon both the three-year aggregated state VAM ratings, if applicable, and the district evaluation system.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida’s Standards, the type of intervention provided to students to address deficiencies (if applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

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

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Charter (CH)

Assurance 1: Close and Reopen School

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

Assurance 2: Contracting with Charter Organization

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

Assurance 3: Selecting a Successful Organization

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

Assurance 4: Selecting Instructional Staff

- The district shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Assurance 1: Selecting a Successful EO

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low performing with students of similar demographics.

Assurance 2: Selecting Leadership

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

Assurance 3: Selecting Instructional Staff

- The district and the EO shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

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Assurance 4: Contracting with the EO

- The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:
 1. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a “C” grade within two years and that ties payment to such improvement;
 2. The district’s authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
 3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional development;
 4. EO’s record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
 5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and
 6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a “C” grade or that the school has improved by at least four school grade percentage points overall.

Timelines

This timeline applies if the district selects RC.

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

This timeline applies if the district selects either CH or EO.

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

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Request for Extension of Turnaround Plan, Criteria and Due Date

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

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

1. The request is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S;
3. The request demonstrates that the SI school has no Unsatisfactory rated instructional personnel and the percentage of Needs Improvement instructional personnel must be at or below the district VAM average where the district has more than five schools, or the state VAM average where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in (15)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

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

Evidence that the five conditions were met:

1. TOP-1 for Warrington Middle School was submitted by November 1, 2019.
2. The school increased from 38.5% to 40.1% in their school grade for the 2018-2019 school year. The biggest gains were in acceleration and civics.
3. Warrington Middle School has no teachers that have less than an effective 3-year aggregate State VAM rating. A total of 9 teachers were removed from the school, 2 during the summer and 7 once the 2018-2019 State VAM scores were released. One teacher who was highly effective came to the school due to the Retention and Recruitment Allocation.
4. Warrington will continue to only staff the school with effective or highly effective State VAM rated teachers in the identified content areas for the remainder of the extension. The district will continue to utilize the Retention and Recruitment Allocation provided by the state to bring more effective and highly effective teachers to the school.

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

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

5. The school will continue in a collaborative partnership with TRI to achieve and sustain a “C” or higher. The district will utilize the Retention and Recruitment Allocation earlier in 2020 to recruit teachers in the district who are rated Effective and Highly Effective using the State VAM rating to transfer to Warrington Middle School. Utilizing TSSSA funds, the school will have a full time social worker on campus to work on and help overcome barriers to student and families that impact student attendance and academic success. Due to the high numbers of new and alternatively certified teachers, TSSSA funds will continue to be used to provide professional development and planning time for teachers in all content areas around academics and social- emotional needs. The school will continue to conduct bi-monthly data review meetings with TRI and the district to do on-going progress monitoring looking at student performance and instruction. These meetings were initiated during the 2018-2019 school year and had a positive impact on the school grade. During these meetings, action steps for the ensuing two weeks will be formulated for implementation with teachers and students. Warrington Middle School received a 40.1% during the 2018-2019 school year so the school will continue their focus on standards-based instruction with an additional focus on lower quartile using iReady. The school will also incorporate the Accelerated Reader program to encourage independent reading and track student progress. Warrington will also add a math club for lower quartile students focusing on differentiated instruction to meet the needs and close the gaps.

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 completion and submission of the TOP-1 |
| Denny Wilson, Director of Continuous Improvement, School Choice, and ESOL |
| Contact information: email, phone number |
| dwilson2@escambia.k12.fl.us (850) 723-3936 |
| Date submitted to the Bureau of School Improvement |
| November 1, 2019 |
| Superintendent Signature (or authorized representative) |
| <i>Malcolm Thomas</i> |