

Principal

Verification

[District]
[School Name]

Due no later than 10 days prior to proposed principal hire date

Principal Change Verification, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

Principal Change Verification

Purpose

The change of a turnaround principal constitutes a material change to the district's approved Turnaround Option Plan (TOP). As a result, the district must receive written approval from the Department to place a principal at a Tier 2 or 3 school, regardless of whether or not the principal will be employed by the school district, charter school operator or external operator/outside entity (EO). The purpose of this document is for a district to request a principal change for a Tier 2 or 3 school. This ensures that the principal or leader at a charter school has a proven record of success and the qualifications to support the student population being served or a principal at a district-managed turnaround or external operator/outside entity with a successful record in leading a turnaround school and the qualifications to support the student population being served.

Directions

Districts shall complete this form when there is a proposed principal change at a Tier 2 or 3 school. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than 10 days prior to the proposed principal hire date. The department will respond within 5 business days of receipt of a completed form. The subject line of the email must include district name, school name and Principal Change Verification.

School

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

School Name/ MSID Number

Principal Assurance

The district agreed in their state board approved TOP to the following assurance:

Assurance 2: School Capacity-Leaders and Educators

- The district shall ensure the principal in a DMT or EO/outside entity school has a successful record in leading a turnaround school and the qualifications to support the student population being served.
- The district shall ensure the principal or leader in the CH school has a proven record of success and the qualifications to support the student population being served.

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:

Principal Change Verification

1. Explain the rationale for replacing the principal.
2. Provide the principal's name and proposed start date, selection process and leadership experience.
3. Provide evidence that indicates the principal or leader has a proven record of success (for CH schools) or has a successful record of leading a turnaround schools (for DMT and EO/outside entity schools) and the qualifications to support the community served.
4. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
5. What actions will the district and if applicable, the charter or EO/outside entity, take regarding the school leadership team if the school's grade does not improve?

--

Acknowledgement

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

Name and title of person responsible for completion and submission of Principal Change Verification
Contact information: email, phone number
Date submitted to the Bureau of School Improvement (due 10 days prior to proposed hire date)
Superintendent signature (or authorized representative)



FLORIDA DEPARTMENT OF EDUCATION

Form SI-1 Checklist (District Form)

This form, to be used by districts for implementation, satisfies the requirements of Form SI-1, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (August 2023).

SI-1 Checklist (District Form)

District:

District Contact Information:

RED:

Purpose

This document will guide the district’s school improvement planning discussions throughout the year and coordinate intervention and support strategies to assist the SI schools. This checklist applies to each SI school in the district, except for a school implementing the turnaround option of Reassignment and Closure.

Instructions

The district leadership team shall complete this form to demonstrate compliance with the requirements. The district leadership team shall monitor each requirement and track progress on this form. This form shall be maintained by the district and updates and documentation shall be provided to the Regional Executive Director (RED) or designee at the initial, mid-year and final-year Instructional Review (IR) meeting. The form shall be signed by the superintendent or authorized representative following each IR meeting.

Initial Instructional Review Meeting

After the release of school grades the district leadership team shall schedule an initial planning meeting with the RED to review the SI school improvement process and requirements for the identified SI schools. At the initial planning meeting the district leadership team and the RED shall schedule the mid-year and final-year Instructional Review meetings.

Instructional Review Meetings

The district leadership team shall communicate with the RED prior to each Instructional Review meeting and identify key topics for discussion and may include the following:

1. Progress monitoring and annual review of the District Strategic Plan, Turnaround Option Plans (TOP) and School Improvement Plans (SIP) within the district, including tiered support and services to SI schools and
2. Improvement of leadership and educator quality.

SI-1 Checklist (District Form)

District Requirements: Progress Monitoring

The support and improvement strategies that must be considered by a district that has any SI school to improve student performance:

- DR01. Provide a literacy and mathematics coach, with a proven record of effectiveness as an English Language Arts or mathematics teacher or coach with a VAM rating of Highly Effective or Effective, to build capacity through modeling of effective lessons, analysis of data, providing professional learning and ongoing feedback.
- DR02. Conduct data discussions between district and school administration, school administration and instructional personnel, and instructional personnel and students following assessments (formative and summative).

The support and improvement strategies that must be implemented by a district that has any SI school to improve student performance are:

- DR03. Monitor the District Strategic Plan which includes strategies for improving school grades by increasing student achievement. The district shall ensure schools demonstrating the greatest need receive the highest percentage of aligned resources. The District Strategic Plan shall be reviewed annually by the district to allow for any changes needed to support SI schools.
- DR04. The district shall submit evidence that its assessments (formative and summative) are predictive of statewide assessment outcomes and provide valid data to be used by schools to support intervention and acceleration for students.
- DR05. The district shall ensure resources are allocated to ensure the master schedule will allow for common planning time.
- DR06. The district shall monitor the SIP and TOP, if applicable, of each SI school.
- DR07. The district shall submit Quarterly Data Review (QDR) quarterly for all SI schools and submit quarterly data for reassigned students due to closure of Tier 2 and 3 schools for three years pursuant to Rule 6A-1.099811. These are the deadlines:
Quarter 1-November 1, Quarter 2-January 15, Quarter 3-April 1 and Quarter 4-June 15.
- DR08. The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources.
- DR09. The district shall monitor the performance indicators and growth metrics as established in the CH and EO/Outside Entity contract and determine any necessary corrective actions if the EO/Outside Entity fails to show the school is on track to earn at least a “C” grade within two (2) years.

SI-1 Checklist (District Form)

District Requirements: Improvement of Leadership and Educator Quality

The support and improvement strategies that must be considered by a district that has any SI school to improve student performance are:

- DR10. For districts with more than five total schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective 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 SI school with a VAM rating below effective is less than the state average.
- DR11. The district, in collaboration with the department, shall: 1) ensure the principal in a DMT and EO/Outside Entity school has a successful record in leading a turnaround school and the qualifications to support the student population being served; and 2) Ensure the principal or leader in a CH school has a successful record and the qualifications to support the student population being served.
- DR12. 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.
- DR13. The district shall ensure that K-12 intensive reading instruction is provided by teachers the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S., and remedial and supplemental resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.

The support and improvement strategies that must be implemented by a district that has any SI school to improve student performance are:

- DR14. The district shall dedicate a position to lead school improvement at the district level. The selected employee shall report directly to the Superintendent and support principals at SI schools.
- DR15. For any Tier 1, DMT and EO/Outside Entity schools, the district shall submit a Memorandum of Understanding (MOU) no later than September 1, pursuant to section 1001.42(21), F.S.
- DR16. The district shall ensure that the principal will be replaced upon entry into DMT, CH and EO/Outside Entity school unless recommended for retention in collaboration with the Department 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.
- DR17. The district shall notify and receive approval from the Department prior to the replacement of a principal at a DMT, CH and EO/Outside Entity school. The district shall submit a Principal Change Verification Form due no later than ten days prior to the proposed change in leadership to the Bureau of School Improvement.
- DR18. The district shall, in collaboration with the school, develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality. The annual professional learning plan must be modified throughout the year when deficits are identified.

SI-1 Checklist (District Form)

RED/District Progress Tracking of District Requirements

Continuous Progress Monitoring

District Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
DR01.					
DR02.					
DR03.					
DR04.					
DR05.					
DR06.					
DR07.					
DR08.					
DR09.					
DR10.					

SI-1 Checklist (District Form)

Improvement of Leadership and Educator Quality

District Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
DR11.					
DR12.					
DR13.					
DR14.					
DR15.					
DR16.					
DR17.					
DR18.					

Additional Notes:

Superintendent Signature (or authorized representative)	Review Dates
	Initial Review Date:
	Mid-year Review Date:
	Final-year Review Date:



FLORIDA DEPARTMENT OF EDUCATION

Form SI-2 Checklist (School Form)

This form, to be used by schools for implementation, satisfies the requirements of Form SI-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (August 2023).

SI-2 Checklist (School Form)

School:

School Contact Information:

RED:

Purpose

This document will guide school leadership teams with school improvement planning discussions throughout the year and coordinate intervention and support strategies that will lead to increased student achievement. This checklist applies to each SI school in the district except for a school implementing the turnaround option of Reassignment and Closure.

Instructions

The school leadership team shall complete this form to demonstrate compliance with the requirements. The school leadership team shall monitor each requirement and track progress on this form. This form shall be maintained by the school and requirements, updates and documentation shall be provided to the Regional Executive Director (RED) or designee at the initial, mid-year and final-year Instructional Review (IR) meeting. The form must be signed by the superintendent or authorized representative following each IR meeting.

All requirements of this form are organized into two areas:

1. Plans – School Improvement Plan (SIP) and Turnaround Option Plan (TOP), if applicable; and
2. Instructional Reviews

Instructional Review Meetings

Prior to the start of the school year, the school leadership team shall collaborate with the RED or designee to schedule an initial IR meeting to review the requirements for the School Improvement (SI) school. The school leadership shall establish a calendar for subsequent IR meetings with the RED or designee to monitor the SIP, the TOP, if applicable, and other school improvement activities.

SI-2 Checklist (School Form)

School Requirements: Plans-School Improvement Plan and Turnaround Option Plan, if applicable

- SR01. The school shall develop, implement and monitor a SIP annually and the Unified School Improvement Grant (UniSIG) funding shall be aligned to the SIP.
- SR02. The school shall align the SIP to the TOP, if applicable.
- SR03. The school shall complete the SIP mid-year reflection and as necessary, update the SIP.
- SR04. Prior to initial hiring of instructional staff, the school shall collaborate with the district to review the Value-Added Model (VAM) provided by the department. For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective 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 SI school with a VAM rating that is below effective is less than the state average. If the school is in Tier 2 or 3, under the direction of a Charter or External Operator/Outside Entity, the district shall ensure that there are no instructional personnel with VAM ratings or district evaluations that are below effective staffed at the school.
- SR05. The school shall provide updates to the School Advisory Council (SAC) to assist in preparation and evaluation of the SIP.
- SR06. The school shall review the Quarterly Data Review (QDR) quarterly.
- SR07. If classified as a SI school by graduation rate only, the SIP shall focus on increasing the graduation rate.

SI-2 Checklist (School Form)

School Requirements: Instructional Reviews

- SR08. The school leadership team shall monitor the implementation of the SIP including UniSIG funding and the TOP including the education enrichment allocation, if applicable.
- SR09. The school shall collaborate with the district leadership team and implement a Multi-Tiered System of Supports to ensure the individual needs of each student are being met.
- SR10. The school shall collaborate with the district leadership team and design a master schedule that allows for common planning time.
- SR11. The school shall collaborate with the district leadership team to develop and implement pacing, curriculum and assessments (formative and summative) in mathematics, English Language Arts (ELA), science and social studies for all students that are aligned to Florida's state academic standards. This shall be reviewed during the IRs and when deficits are identified, adjustments shall be made to the pacing, curriculum and assessments (formative and summative).
- SR12. The school shall utilize the ELA and mathematics coach, with a proven record of effectiveness as a teacher or coach, to build capacity through modeling of effective lessons, analysis of data, providing professional learning and ongoing feedback.

SI-2 Checklist (School Form)

Additional Notes:

Superintendent Signature (or authorized representative)	Review Dates
	Initial Review Date:
	Mid-year Review Date:
	Final-year Review Date:



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan – Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator/Outside Entity

[District]
[School Name]

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 August 2023

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/Outside Entity) 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 plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. 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

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 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:

Dates of CAT meetings (held and upcoming meetings):

What school data was analyzed?

Identified causes of low performance:

Recommendations for school improvement:

Other information:

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

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.

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

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

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

Select One Turnaround Option

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

Closure (RC): Close the school and 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/Outside Entity (EO): Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services or operate the school. Check applicable options (may include one or a combination):

District-managed charter school or high-performing charter school network; or

Contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services.

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

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.

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.

Reassignment and 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 with VAM ratings or district evaluations that are below effective.

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 with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida's State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM 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, instructional personnel from the closed school with VAM ratings that are below effective 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 to other SI schools within the district for the upcoming school year.

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

- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:
 1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

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 low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Leadership

- The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

Assurance 5: Selecting Instructional Staff

- The district shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Assurance 1: Selecting a Successful EO/Outside Entity

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

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

Assurance 2: District Capacity and Support:

- The district and the EO/Outside entity ensure the instructional programs align to Florida’s state academic standards and provide data to support intervention for students.

- The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Assurance 3: Selecting Leadership

- The district and the EO/Outside Entity 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.

- Ensure the principal will be replaced upon entry into EO/Outside Entity unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Assurance 4: Selecting Instructional Staff

- The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.

- If the district establishes a district-managed charter school or a high-performing charter school network, 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.

- The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

- The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

- The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school’s low performance.

- The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Assurance 5: Contracting with the EO

- The district shall enter into a contract with an EO/Outside Entity to provide turnaround services or to operate the school, following established district policies and procedures. To ensure the district is well

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

positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:

1. Performance indicators and growth metrics that the EO/Outside Entity must meet during the term of the contract 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/Outside Entity fail to meet the performance indicators, growth metrics or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
4. EO/Outside Entity’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/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity;
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/Outside Entity 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; and
7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least “C” within two years of the release of school grades.

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/Outside Entity.

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

Request for Extension of Turnaround Plan, Criteria and Due Date

[District] Page 7

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

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, approved by the local school board, 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 instructional personnel with VAM ratings of Unsatisfactory and that the percentage of instructional personnel with VAM ratings of Needs Improvement is at or below the district percentage where the district has more than five schools, or the state percentage 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 rule 6A.1.099811(16)(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:

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

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

Acknowledgement

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

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
Contact information: email, phone number
Date submitted to the Bureau of School Improvement
Superintendent Signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date approved by local school board



TOP-1

District-Managed Turnaround Plan – Step 1(TOP-1)

[District]
[School Name]

Due-September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

District-Managed Turnaround Plan—Step 1 (TOP-1)

Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school’s grade to a “C” or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1. 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 district-managed turnaround plan.

School Name/ MSID Number

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 RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during implementation of the plan.

District-Managed Turnaround Plan—Step 1 (TOP-1)

Names and affiliation of CAT members:

Dates of CAT meetings (held and upcoming meetings):

What school data was analyzed?

Identified causes of low performance:

Recommendations for school improvement:

Other information:

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 learning 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 state academic 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 schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's state academic 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 state academic 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 2: School Capacity-Leaders and Educators

District-Managed Turnaround Plan—Step 1 (TOP-1)

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 learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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 the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed 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 School Improvement (SI) school with a VAM rating that is below effective 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 SI school with a VAM rating that is below effective is less than the state average.

The district shall ensure the instructional personnel who do not have a 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 instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

An MOU pursuant to 1001.42(21), F.S. shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

District-Managed Turnaround Plan—Step 1 (TOP-1)

- The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel				
School %				
District %				
State %				

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 TOP-1
Contact information: email, phone number
Date submitted to the Bureau of School Improvement (due September 1)
Superintendent signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date approved by local school board



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan – Step 2(TOP-2) Charter (CH)

[District]
[School Name]

Due: October 1 for Cycle 1 or January 31 for Cycle 2-4

Form Number TOP-2, CH, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

**Turnaround Option Plan – Step 2 (TOP-2)
Charter**

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option Charter (CH).

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting CH. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1 if this is Cycle 1 or January 31 if this is Cycle 2-4. The subject line of the email must include district name, school name and TOP-2(CH).

School

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

School Name/ MSID Number

CH Assurances

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

Assurance 1: Close and Reopen School

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

Description of how the district will address Assurance 1: Close and Reopen School

**Turnaround Option Plan – Step 2 (TOP-2)
Charter**

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.

Description of how the district will address Assurance 2: Contracting with Charter Organization

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 low-performing with students of similar demographics or a charter school with a record of high performance.

Description of how the district will address Assurance 3: Selecting a Successful Organization

Assurance 4: Selecting Leadership

- The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

Description of how the district will address Assurance 4: Leadership

Assurance 5: Selecting Instructional Staff

- The district shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

**Turnaround Option Plan – Step 2 (TOP-2)
Charter**

Description of how the district will address Assurance 5: Instructional Staff

--

Acknowledgement

Check the box that applies to the district selection of CH.

- For Cycle 1, the district acknowledges that the plan and the district school board approved CH contract is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan and proposed CH contract are due to the Department by January 31 and the district school board approved CH contract is due to the Department by May 1, prior to implementation of the plan.

Name and title of person responsible for completing and submission of the TOP-2
Contact information: email, phone number
Date submitted to the Bureau of School Improvement
Superintendent Signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date local school board approved



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan – Step 2(TOP-2) External Operator/Outside Entity (EO)

[District]
[School Name]

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Due: October 1 for Cycle 1 or January 31 for Cycle 2-4

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option External Operator/Outside Entity (EO). The district shall provide the Department with this plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting EO/Outside Entity. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1 if Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2 (EO).

School

In the box below, identify the name and MSID number of the school that will be supported through EO/Outside Entity.

School Name/ MSID Number

Implementation Plan

Part A. Summarize the EO/Outside Entity plan and describe how the needs assessment results from TOP-1 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 EO/Outside Entity has been addressed.

Part A.
Part B.

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

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

Correlation between SIP and TOP-2:

Describe how the district, EO/Outside Entity and school leadership team are working together to implement the plans to improve the school.

EO/Outside Entity Assurances

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

Assurance 1: Selecting a Successful EO/Outside Entity

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

Description of how the district will address Assurance 1: Selecting a Successful EO/Outside Entity

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Assurance 2: District Capacity and Support

- The district and the EO/Outside entity ensure the instructional programs align to Florida’s state academic standards and provide data to support intervention for students.

- The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Description of how the district will address Assurance 2: 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 EO/Outside Entity plan.
2. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
3. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
4. Identify progress monitoring and summative assessments aligned to Florida’s state academic 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. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Assurance 3: Selecting Leadership

The district and the EO/Outside Entity 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. The district and the EO/Outside Entity shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

The district and the EO/Outside Entity will ensure the principal is replaced unless in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Description of how the district will address Assurance 3: Selecting Leadership

In the box below, the district and EO/Outside Entity 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 school leadership team 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. Are incentives offered to attract and retain principals willing to lead a turnaround school?
5. How does the district and EO/Outside Entity 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 and EO/Outside Entity take regarding the school leadership team after the first year of this plan if the school’s grade does not improve?

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Assurance 4: Selecting Instructional Staff

- The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.

- The district and EO/Outside Entity shall ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment, and retention incentives and professional learning and coaching support.

- If the district establishes a district-managed charter school or a high-performing charter school network, 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.

- The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

- The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

- The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school’s low performance.

- The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Description of how the district and EO/Outside Entity will address Assurance 3: Selecting Instructional Staff. At a minimum, reply to the following:

Turnaround Option Plan – Step 2 (TOP-2)

External Operator/Outside Entity

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring?
2. How does the district and EO/Outside Entity ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Are bonuses offered and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)?
4. Are incentives offered to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at SI schools?

Assurance 5: Contracting with the EO/Outside Entity

The district shall enter into an annual contract with an EO/Outside Entity to provide turnaround services or to operate the school following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO/Outside Entity the following must be addressed in the contract:

1. Performance indicators and growth metrics that the EO/Outside Entity must meet 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/Outside Entity fail to meet the performance indicators or fail to meet its contractual obligations;
3. Services and responsibilities in leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
4. The EO/Outside Entity’s 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/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity; 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/Outside Entity demonstrates that the school has achieved at least a “C” grade or that the school has improved by at least

Turnaround Option Plan – Step 2 (TOP-2)

External Operator/Outside Entity

four school grade percentage points overall; and

- 7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine that the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least a “C” within two years of the release of school grades.

Description of how the district will address Assurance 5: Contracting with the EO/Outside Entity.

Acknowledgement

Check the box that applies to the district selection of EO/Outside Entity.

For Cycle 1, the district acknowledges that the plan and the final EO/Outside Entity contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan and proposed EO/Outside Entity contract are due to the Department by January 31 and the final EO/Outside Entity contract is due to the Department by May 1.

Name and title of person responsible for completing and submission of the TOP-2
Contact information: email, phone number
Date submitted to the Bureau of School Improvement

**Turnaround Option Plan – Step 2 (TOP-2)
External Operator/Outside Entity**

Superintendent Signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date local school board approved



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan – Step 2(TOP-2) Reassignment and Closure (RC)

**[District]
[School Name]**

Due: October 1 for Cycle 1 or January 31 for Cycle 2-4

Form Number TOP-2, RC, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

Turnaround Option Plan – Step 2 (TOP-2) Reassignment and Closure

Purpose

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

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting RC. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1 if this is Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2(RC).

School

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

School Name/ MSID Number

RC Assurances

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

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 with VAM ratings or district evaluations that are below effective.

Description of how the district will address Assurance 1: Close and Reassign Students

**Turnaround Option Plan – Step 2 (TOP-2)
Reassignment and Closure**

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 with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida’s State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM rating. The district shall provide quarterly reports to the RED.

Description of how the district will address Assurance 2: Monitoring Reassigned Students

Assurance 3: Reassignment of Instructional Personnel and Administrators

- The district shall ensure, for the upcoming school year, instructional personnel from the closed school with VAM ratings that are below effective 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 to other SI schools within the district for the upcoming school year.

- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:

**Turnaround Option Plan – Step 2 (TOP-2)
Reassignment and Closure**

1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

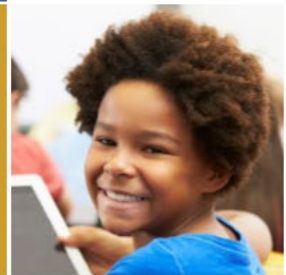
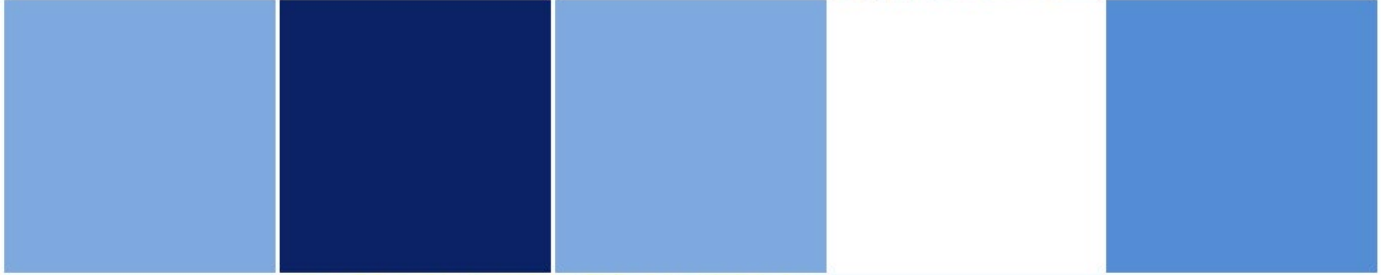
Description of how the district will address Assurance 3: Reassignment of Instructional Personnel and Administrators.

Acknowledgement

Check the box that applies to the district selection of RC.

- For Cycle 1, the district acknowledges that the plan is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan is due to the Department by January 31.

Name and title of person responsible for completing and submission of the TOP-2
Contact information: email, phone number
Date submitted to the Bureau of School Improvement
Superintendent Signature (or authorized representative)
<u>Local School Board Chair Signature (or authorized representative)</u>
<u>Date local school board approved</u>



TOP-2

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

[District]
[School Name]

Due-October 1

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 plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. 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

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.

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

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

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

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

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.

Part B.

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:

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

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 learning 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 state academic 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 schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida’s state academic 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 state academic 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 state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).

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

5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
6. 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.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. 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

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 learning plan that provides ongoing tiered support to increase leadership and educator quality.
- The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.
- 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.

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

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 School Improvement (SI) school with a VAM rating that is below effective 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 SI school with a VAM rating that is below effective is less than the state average.
- The district shall ensure the instructional staff who do not have a 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.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential .

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 has a proven record of success in turnaround schools and the qualifications to support the student population being 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

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 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 instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

Assurance 2: Verification-School Capacity- Educators

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

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.

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

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

Fill out the table below to verify the VAM classification data.

VAM DATA- School % Compared to District and State%				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel				
School %				
District %				
State %				

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
Contact information: email, phone number
Date submitted to the Bureau of School Improvement (due October 1)
Superintendent signature (or authorized representative)

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

Local School Board Chair Signature (or authorized representative)
Date local school board approved