

Phase 2

A **Turnaround Option Plan – Phase 2** form must be completed for each school for which the district is required to plan for implementation of a turnaround option.

In the [School Name and Number] field, enter the school's name and number as it appears in the [Master School Identification \(MSID\) file](#).

Part I: Needs Assessment

In **Part I**, the district will describe the methodology it used for the needs assessment, provide a summary of the school's results, and describe the rationale for the selection of the identified turnaround option(s).

A needs assessment requires a thorough analysis of available state-, district-, and school-level data in order to identify points of strength as well as opportunities for growth. It should include an inventory and review of all strategies currently being implemented in the school to determine which are meeting the needs and should be reinforced or supplemented, and which are not meeting the needs and should be reconsidered.

Tools the district may use to support the needs assessment include, *but are not limited to*, the following:

- **[Step Zero Toolkit](#)**: A set of resources that support districts and schools in working through the three phases of Step Zero-problem identification, problem analysis, and goal formulation. Comprised of a Step Zero worksheet, guiding questions for problem analysis, 5 Whys root cause analysis tools, and goal formulation criteria.
- **[District Turnaround Monitoring Toolkit](#)**: A set of resources to be used collaboratively by district leadership teams to identify opportunities to create or enhance systems-level conditions needed to accelerate and sustain school improvement. Includes conversation prompts and "growth stage" descriptions that indicate what it would "look like" for a district to fall in a given stage of implementation.
- **Risk Factor Analysis**: A proactive process that supports district leadership teams in creating action plans that provide targeted guidance and support to schools based on factors that affect student achievement. *Note: This process takes place in the district and may be led by the Differentiated Accountability (DA) regional team. If the district is interested in future risk factor analysis, please reach out to your regional executive director (RED).*
- **[5Essentials System](#)**: A system that identifies school strengths and weaknesses in five key areas- Ambitious Instruction, Collaborative Teaching, Effective Leaders, Involved Families, and Supportive Environment. Comprised of a survey tool, individualized actionable reports, and training to district and school leadership.

Item 1

In the response for **Item 1**, the district is responsible for documenting a needs assessment that uses *quantitative and qualitative* data to identify the needs of each school and the school system, including needs identified by families and the community, within the following five domains inspired by the [5Essentials Framework](#):

1. Effective Leadership
2. Professional Capacity
3. Ambitious Instruction and Learning
4. Supportive Environment
5. Family and Community Engagement

The summary of the needs assessment results should address *points of strength and opportunities for growth* in each school and the school system in each of the five domains. It should also include a description of the recent trajectory of each school. Examples of indicators that could be included are teacher turnover rate; the amount of time the principal has been in place; targeted professional development plans that align to teacher evaluation results; and relational trust among staff, students, and families collected via surveys.

Item 2

In the response for **Item 2**, the district must demonstrate that the selected turnaround option aligns to the individual needs of the school. The rationale should briefly summarize how the selected turnaround option will address the root causes of identified needs.

Part II: Implementation Plan

In **Part II**, the district will describe the strategies it will implement in the school to address the required Areas of Assurance and selected Area(s) of Focus, and reduce or eliminate systemic barriers to meet the identified needs of the school.

A. Areas of Assurance

Item 3

In the response for **Item 3**, the district must describe how it will address *each* of the Areas of Assurance required by the selected turnaround option(s). Each turnaround option has a unique set of assurances, which are outlined in **Part IV: Acknowledgements** of the **Turnaround Option Plan – Phase 1** form.

Turnaround Option Plan Companion Guide

While the assurances vary slightly for each option, two themes emerge: district capacity and support, and school capacity.

District Capacity and Support

In this section, the district should include information about its structures and systems that support school-based leadership teams to implement turnaround interventions, including the following:

- Alignment and allocation of support and resources
- Policies and practices
- Governance structure
- Systems for review and monitoring

When addressing district capacity and support, consider the following guiding questions:

- What will you do differently to provide continuous support for the turnaround school?
- How will your support align to the specific needs of each turnaround school?
- What district policies will need to be reviewed and/or changed to support the turnaround school?
- What system will the district put in place to monitor the effectiveness of your support?

School Capacity

Administrators

In this section, the district should include information about its structures and systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including the following:

- Desired experience and competencies
- Recruitment and retention incentives
- Operational flexibility

When addressing administrators, consider the following guiding questions:

- Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
- How does the district build the capacity of turnaround leaders?
- What operational flexibility will be afforded to the principal, such as the degree of input in selecting their leadership team and instructional staff?
- Is the current principal the instructional leader necessary to bring the school grade up to a “C” or higher?
- What actions will the district take, if the school grade does not improve under the principal’s tenure?

Turnaround Option Plan Companion Guide

Indicate whether the principal will be retained or replaced, and include the following information:

- Name of the principal
- Start date at the school and with the district
- Selection process
- Leadership experience
- Evidence the leader has a proven track record of success in turnaround schools, or the unique qualifications to support the community served
- Whether other members of the leadership team were or will be replaced

Educators

In this section, the district should include information about its structures and systems to ensure the school has effective educators capable of improving student achievement, including the following:

- Recruitment and retention incentives
- Memorandums of understanding (MOUs) regarding incentive pay and/or reassignment of teachers based on data
- Priority in hiring
- Professional development and coaching support provided by the district

When addressing educators, consider the following guiding questions:

- What is the process for filling vacancies at turnaround schools, specifically in the core content areas? Are these schools 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 union agreement to this effect?
- Does the district offer incentives to reduce turnover at turnaround schools?
- How does the district ensure students at these schools are instructed by a certified teacher when unexpected vacancies arise?
- 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?

Additionally, pursuant to Section 1012.2315(2)(a), Florida Statutes, the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers assigned to its Focus or Priority schools is not higher than the district average. As such, the turnaround plan should include the most recent three-year aggregated VAM classification data (i.e., *highly effective*, *effective*, *needs improvement*, and *unsatisfactory*) for each turnaround school and the district, as well as specific actions the district has taken or plans to take to recruit teachers with VAM classifications of *highly effective* and *effective* to the turnaround schools, and to reassign teachers with classifications of *needs improvement* and *unsatisfactory*.

B. Areas of Focus

Districts selecting the district-managed turnaround (DMT) option are required to address one or more **Areas of Focus**, which are outlined in **Part IV: Acknowledgements** of the **Turnaround Option Plan – Phase 1** form.

Item 4

For **Item 4**, identify the Area(s) of Focus the district has selected to be implemented at the school (i.e., Assessments, Instructional Programs, Differentiated Instruction, School Leadership, and Increased Learning Time).

Item 5

In the response for **Item 5**, the district should include any strategies planned to reduce or eliminate internal systemic barriers and address the identified needs of the school that it considers key to success of the turnaround plan, including how it will address the Area(s) of Focus identified in **Item 4**.