



Turnaround School Supplemental Services Application Clay County District Schools

This form satisfies the requirements of SB 7070. This district approved application is due to the FDOE no later than September 1.

Turnaround School Supplemental Services Plan

Clay County - #10

Part I: Eligibility

Item 1: List each eligible school within your district along with one of the three eligibility criteria identified below:

1. A school that is implementing a district-managed turnaround plan.
2. A school that has earned at least three consecutive grades below a “C.”
3. A school that has improved to a “C” or higher and is no longer in turnaround status within the last two years.

MSID Number	School Name	School Grade History (last four years)	Eligibility Criteria by number
0071	Charles E. Bennett Elementary	C-C-D-D	1

Part II: Implementation Plan

The district will submit an implementation plan, outlining services by each qualified school.

Districts with multiple schools may submit one comprehensive plan, outlining the implementation plan and budget by school or submit multiple plans outlining the plan for each school. The district may choose their preference.

Item 1: Explain how the district, **by school**, is going to establish comprehensive support services that develop family and community partnerships.

School leaders will establish a school culture focused on achievement and engage families as partners in their children’s learning. School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school’s efforts to improve student performance through:

- Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
 - Hire a behavior intervention specialist to plan, coordinate and implement this work.
 - Tier II: Teachers, family members, and students work with the behavior intervention specialist to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom.
 - Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.
 - Teachers, family members, and the behavior intervention specialist review both academic, attendance, and behavioral data to determine the root cause of misbehavior.

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- Teachers, family members, and behavior intervention specialist work with students to develop plans to raise students' academic achievement and address behavioral issues at school and at home.
- Teachers, family members, and behavior intervention specialist monitor plans for impact and adjust as necessary.
- Teachers collaborate with behavior intervention specialist regularly to discuss roadblocks and receive supports in enacting PBIS plans.
- Tier III: Teachers, students, and families collaborate with Family Resource Center staff and behavioral intervention specialist to identify community resources to assist families in need of services and support.
 - Students identified as needing more intensive and targeted supports/interventions based on the results of previous Tier II interventions and supports.
 - Teachers, family members, Family Resource Center staff, and behavior intervention specialist review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.
 - Teachers, family members, Family Resource Center staff, and behavior intervention specialist monitor behavior plans for impact on learning and adjust as necessary.
- Developing a coherent strategy for teacher and family communication.
 - Clarify and monitor expectations for teachers' communication with families.
 - School staff reach out to families one to three times over the summer to maintain relationships and progress on goals between school years.
 - Host parent nights to discuss student performance and attendance.
 - Core teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.
 - Core teachers hold at least one parent-teacher conference with all their students' families during each semester.
 - Supported by Family Engagement Center Coordinator, encourage teachers to conduct visits with families who are receptive to engaging with teachers outside the school setting.
 - All educators record written and oral communication with families in a log.
- Building families' capacity to support students' academic progress using parent-centered programs such as Parent Resource Center, workshops, and events.
 - Communicate key priorities in the turnaround plan and schoolwide focus areas to families in a clear, family-friendly way.
 - Educate families on grade-level expectations for rigor for their Family Resource Center manager students in reading and math, and what they can do at home to support those goals.
 - Educate families on school behavioral expectations and PBIS protocols and what they can do at home to support those expectations.
 - Provide translation into all languages spoken at home in all family communications.
 - Establish a Family Resource Center to coordinate family and community engagement activities that are linked directly to student learning.

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- Hire a coordinator for the Resource Center to help families access resources through community agencies to provide extensive services and supports, including language and workforce supports.
- Investigate successful Parent Academy models to offer parent support and programming.
- Through the Family Resource Center:
 - Analyze school-level data from past events to identify successful strategies for engaging families.
 - Offer schoolwide evening events that combine literacy and math development with engaging activities for children and families to learn together.
 - Hold schoolwide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades, FSA results and other data shared with students, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.
 - Partner with local agencies to provide parenting workshops on such topics as discipline, nutrition, family recreation or communication.
 - Hosting a Parent Academy: Promote the school lunch program and help families understand the benefits of proper nutrition and physical activity.

TSSA Funding Request:

- Family Resource Center Coordinator (\$43,436.37)
 - 12 month - Salary + Benefits

Item 2: Explain the strategies the district, **by school**, will implement to establish clearly defined and measurable high academic and character standards.

The District will identify school leaders that understand the importance of high expectations and promote a positive regard between staff/students and implement strategies to ensure that these elements are in place. The strategies that will be utilized to establish clearly defined and measurable high academic and character standards are set forth below:

Build a community of effective practice through leadership, shared responsibility, and professional collaboration:

- **Providing a safe and respectful school climate that prioritizes student learning.** Communicate key priorities in the turnaround plan and schoolwide focus areas to students in a clear, student- and family-friendly way that ensures understanding of high expectations, academic goals, and how regular attendance and positive behavior can help everyone in the school reach those goals.
- **Improve Positive Behavior Support** in order to establish a common purpose & approach to discipline, in order to create an environment where students can grow socially & academically. More specifically, Charles E Bennett will apply and manage PBIS incentives through an electronic software application to decrease problem behaviors, increase academic performance, increase safety and establish a positive school culture.
- **Establishing an growth mind-set.** New leaders and teachers will work to create a sense of teamwork and cooperation using the 7 Mindset program.
- **Raise expectations for rigor:** The District will establish a clear definition of effective and rigorous instruction and hold all educators to the standard. This standard will be set through the educator evaluation system, as well as through research-based professional development on

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effective teaching. Similarly, there will be high-performance expectations for all of the district's staff.

- **Leveled Literacy Intervention:** Students identified as reading below grade level receive instruction with the research-based program, Leveled Literacy Intervention (LLI) on a daily basis. LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing. Students are assessed using the Benchmark Assessment System (BAS) to determine appropriate placement in the program.
- **Using common planning time to drive turnaround efforts:** Common planning time will provide a specific time for teachers to work together in teams. School leaders will lead and facilitate the planning time, but gradually turned responsibility over to the teachers themselves, encouraging teams to develop their own agendas and pose problems of practice to solve.
- **Coaching cycles:** School leadership teams in partnership with principal supervisor and district instructional coaches will develop a systemic walkthrough, and coaching cycle structure through which specific teachers and/or grade levels are identified for support. Support will be monitored for return on investment including feedback and follow-up observation of implementation using the coaching plan.
- **iReady Instruction & Progress Monitoring:** This resource is used to progress monitor standards mastery. In addition, the instructional program assists in meeting the diverse needs of students through individual instructional pathways. Students will use the i-Ready diagnostic tests three times a year in reading and math for progress monitoring.
 - All students in grades K-6 will work in their individualized online path in i-Ready for an average of 45 minutes per week for math instruction. K-6 teachers will utilize the i-Ready data and the Teacher Toolbox to form small groups targeted to student needs.
 - All students in grades K-3 will work in their individualized online path in i-Ready for an average of 45 minutes per week for reading instruction. K-6 teachers will utilize the i-Ready data and the Teacher Toolbox to form small groups targeted to student needs.
- **Eureka Math:** CEB is in the second year of implementation of the program and receives district support to provide teacher coaching to support implementation. District resource math teachers collaborate with instructional staff to gather instructional data to make improvements to core math instruction.

TSSA Funding Request:

- Classroom management training to support teachers and students with implementation of procedures for learning. (\$4,500)
 - PD = \$1500 x 3 session = \$4,500
- Student behavior management software that capture school-wide behavior data in real-time assists PBIS & RTI efforts. (\$14,400)
 - Subscription based on student enrollment = \$3,000
 - PD = \$1500 x 3 sessions = \$4500
 - Electronic handheld devices to capture PBIS points at 5 devices x \$1000 = \$5000
 - Materials: ticket printer, ticket paper - 3 printers x \$300 and 50 rolls printer paper @ \$20 = \$1900
- Stipends for teachers to collaboratively plan 60 minutes weekly after hours. (\$25,200)
 - 40 teachers x 30 weeks X \$35 per hour = \$25,200

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Item 3: Explain the strategies the district, **by school**, will implement to increase parental involvement and engagement in the child's education.

The school will make family and community engagement a priority by establishing the following five conditions for effective and sustainable outreach:

1. One or more staff members will coordinate family and community engagement activities;
2. A minimum of 2 social events will be planned throughout the year to engage families and community members;
3. Regular activities will be planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports;
4. Staff members will routinely reach out to families to communicate information about their children's progress and needs;
5. Communications with families will be made available in multiple languages, as needed.

Strategies that will be implemented in partnership with the school, families, and the community that contribute to improved student achievement and higher performance for Charles E Bennett include, but not limited to:

- Inviting families to the school to observe how reading and writing skills are taught in the classroom.
- Hosting family literacy nights at school where students, families and community members work on fun literacy activities together.
- Inviting families to watch students perform Readers' Theatre, give brief book talks and talk about book projects, etc.
- Providing families with information about how their child is performing in reading and writing between report cards.
- Including articles on literacy topics in school and class newsletters.
- Hosting workshops at the school that helps families learn various ways to help their children with literacy skills at home, including ways to read aloud.
- Using family and community members as reading partner volunteers and guest readers. High school students, college students, and senior citizens are often eager to serve as volunteers in these kinds of programs.
- Using family and community members as pen pals to help students build writing skills.
- Opening the school library and computer facilities for public use.
- Using home visits to target hard-to-reach families.
- Involving active families as volunteers to reach out to other families in the community.
- Setting up a community expo at the school for health and human service agencies.
- Providing transportation to family activities.

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- Mailing communications to families because some rural families may not have the internet or a telephone.
- Offer adult education opportunities at the school for the families of students and other families in the community.

TSSA Funding Request:

- Parent Workshop/Event (\$4,500)
 - 4 sessions on various topics x \$1000 consultant fee = \$4000
 - Workshop printing - 5 session x \$100 = \$500
- Bus Transportation for parent pick up (\$1,691.43)
 - 4 sessions - driver, fuel, and mileage = (\$1,691.43)
- Instructional material for home use (\$10,534.40)
 - Story books and novels to promote reading = \$10,534.40
- Postage for parent mailings throughout the year (\$1000)
- Salary to keep media center open after hours (\$5250.00)
 - 2 days per week x 3 hours x \$35/hour x 25 weeks = (\$5,250)

Item 4: Explain the strategies the school district will implement to identify, recruit, retain and reward instructional personnel.

In accordance with the allocation of UniSIG funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:

- Eligible teachers are those who have earned a highly effective or effective rating based on the state's value-added model calculation (when aggregated over 3 years) and teach at a Title 1 school with a 2019 school grade of "D" or "F" as of August 30, 2019.
- Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive up to a \$7,500 supplement.

Upon the release of VAM scores, all eligible teachers will be invited to apply for incentive pay, including teachers currently serving CEB, as well as teachers outside of CEB. Applications will be reviewed by the school administration and district staff, with the selection process to be completed no later than 1 week after the VAM score release.

The following strategies will be implemented for increased teacher retention:

- Continuous professional development for all instructional personnel, including but not limited to curriculum, instructional best practices, assessment, differentiated instruction, technology, student engagement, social-emotional learning, parent participation.
- Provision of school-based and district leadership opportunities.
- Weekly collaborative structures for all instructional personnel, inclusive of communication professional development.
- Frequent teacher satisfaction surveys and round-table discussions focused culture-building and the continuous improvement of academic achievement for all.
- Recruit a principal with turnaround experience with a proven track record of success

TSSA Funding Request:

- Principal Recruitment Incentive (\$20,000)

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Item 5: Explain the strategies the district, **by school**, will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

The school will focus heavily on professional development and coaching for teachers to ensure that they use evidence-based best practices to consistently provide instruction to students that promote higher-order thinking and pushes students to meet grade-level standards. This will be accomplished through creating integrated teaming structures for collective inquiry. The school will utilize teaming structures that provide vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development. Within the teaming structures, the following strategies will be developed collectively:

- Refining lessons in reading, math, and science that are aligned with the Florida Standards through lesson studies.
- Providing professional development on implementing effective and rigorous instructional practices and strategies in Tiers I, II, and III; and holding teachers accountable for using the evidence-based practices they learn through PD in their classroom, including strategies for differentiating instruction for all students based on their individual needs.
- Further developing the school's K-2 literacy program to address literacy development.
- Engaging in specific planning, such as joint lesson planning and developing and aligning curriculum and instructional strategies.
- Analyzing data and formally assessing student work to gauge the effectiveness of strategies and adjust instruction as needed.
- Sharing instructional strategies, including information gathered by team members during instructional rounds.

TSSA Funding Request:

Substitute budget to support collaborative team planning with instructional coaches and district content specialists.

- 4 ELA professional development sessions (\$10,080)
 - 4 days x 21 teachers x \$120 sub costs = \$10080
- 4 Math professional development sessions (\$10,080)
 - 4 days x 21 teachers x \$120 sub costs = \$10080
- Planning sessions to create collaborative lesson plans, analyze student work, create assessments (\$14,400)
 - 3 sessions x 40 teachers x \$120 sub cost = \$14,400
- Leveled Literacy Intervention (LLI) professional development for core teachers and literacy coach. (\$16,080)
 - 4 days x 21 teachers x \$120 sub costs = \$10080
 - PD = \$1500 x 4 sessions = \$6000
- 3 days for small group reading instruction training (\$14,400)
 - 3 sessions x 40 teachers x \$120 sub cost = \$14,400
- Top Score Writing Program (\$28,040)
 - Curriculum for grades 2-6 = \$11,665
 - Student Instruction Books grades 2-6 = 13,375
 - PD for \$1000 per session x 3 sessions = \$3000

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Item 6: Explain the strategies the district, **by school**, will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

To provide focused instruction to improve student academic proficiency, the school will establish and utilize formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols consistently to address individual students' academic needs by:

1. using data,
2. identifying actions to address student learning needs,
3. regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.

The utilization of such structures, practices, and resources (e.g., collaborative meeting time, coaching, supports for implementing the curriculum frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation consistently will result in rigorous instruction, reflective of the shifts in cognitive demand for the Florida Standards.

TSSA Funding Request:

- Instructional Assistant to provide intensive reading intervention (\$27,251.20)
 - 9 month position (188 days)
- Summer Enrichment Programs (\$12,545.60)
 - Salary for 6 teachers x 16 sessions x 3 hours x \$35/hr = \$10,080
 - Bus Transportation = \$2,465.60
- K-6 After School Tutoring (\$9,800)
 - 7 teachers x \$35/hr x 40 hours (two hours per week x 20 weeks)
- Science Academy materials/equipment (\$25,800)
 - Salary for Saturday sessions: 2 teachers x 3 hours x \$35/hr x 25 sessions = \$5250
 - 25 Lab coats x \$20 = \$500
 - Kennedy Space Center Field Trip (Admission and Transportation) = 100 students @ \$ 7500
 - Sea World Field Trip (Admission and Transportation) = 100 students @ \$7500
 - Elementary Science Classroom Starter Kits = 8 @ \$213.12 = \$1705
 - BrainPop subscription = \$3345

Item 7: Explain the sustainability plan the district, **by school**, will implement for continuing to provide services after the school is no longer in turnaround status by virtue of achieving a grade of “C” or higher.

School leadership will implement strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. Success for achieving sustainability will be marked by a majority of staff believing and describing specific strategies that will enable the school to continue to improve, even with changes in staff or school leadership.

Much of the work that is done early will be continued and built upon throughout the turnaround effort. The sustainability plan will focus on establishing the following ongoing strategies can help set the stage for long-term gains:

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- **Using multiple data sources to collectively identify a problem of practice.** Ongoing analysis of progress monitoring data and observations, reflection, and assessments continue to help identify problems of practice. School leaders will become skilled and efficient in this approach early in the process in order to yield dividends for years to come.
- **Additional Instructional Allocations:** In an effort to maximize student learning, the district has allocated additional instructional positions to Charles E Bennett Elementary to support the academic and social/emotional growth of students. The additional units consist of interventionists in ELA and mathematics, as well as a social worker in place to support students and connect families to community resources.
- **District Instructional Coaching:** To promote and support proficiency in ELA and Math, CEB receive priority support from district instructional staff. Assignment district content specialists support each school with coaching and modeling, and lead collaborative planning sessions. In addition, Title I funds have supported an additional intervention support instructional efforts in ELA and math.
- **Leadership Support:** The district will continue to provide ongoing support to build the capacity among the school based leaders at the school. Classroom walkthroughs and data analysis will drive the decision making. Coaching and mentoring will be provided to support school based leaders in their school improvement efforts. Leadership uses ongoing classroom observations, review of student work, and formative assessments to constantly monitor and assess progress.
- **Training up through aligned and intensive professional development.** With the identification of a problem of practice, extensive professional development will be implemented along with the crafting of shared expectations in pursuit of that focus across the school. This process will begin quickly, but methodically, with an eye to the future to ensure valuable effort and resources are not wasted.
- **Designing, examining, and improving core and targeted instruction.** As the school year unfolds, grade-level team meetings, vertical team meetings, and content area team meetings, along with targeted training during the school year for key staff will focus on how to address the problem of practice by incorporating new strategies into planning and co-constructing solutions.
- **Using collaborative teaming structures to accelerate improvement.** Throughout the school year, leadership and teacher teams will use inquiry cycles or a version of the plan-do-check-act process to quickly assess how well the strategies are working.

TSSA Funding Request:

- \$0.00 - Title One and UniSIG funding sources will be used to accomplish this item.

Part III: Estimated Budget

Item 1: Explain the proposed district budget, **by school**, in the following plan requirements.

Plan Requirements	Estimated Budget
1. Establish comprehensive support services that develop family and community partnerships.	\$43,436.37
2. Establish clearly defined and measurable high academic and character standards.	\$44,100.00

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3. Increase parental involvement and engagement in the child’s education.	\$22,975.83
4. Describe how instructional personnel will be identified, recruited, retained and rewarded.	\$20,000.00
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.	\$93,080.00
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year.	\$75,396.80
7. Explain the sustainability plan the district, by school, will implement for continuing to provide services after the school is no longer in turnaround.	\$0.00
Projected District/School Budget	\$298,989.00

Acknowledgment

The district verifies the information in this form and confirms that the proposal has been approved by the district school board.

Name and title of person responsible for completion and submission of TSSSA plan

Terry Connor, Chief Academic Officer

Contact information: email, phone number

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Date submitted to the Bureau of School Improvement (*due no later than September 1*)

Superintendent signature (or authorized representative)