



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan – Step 2 (TOP-2)

External Operator/Outside Entity (EO)

[District]
[School Name]

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

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective December 2024

**Turnaround Option Plan – Step 2 (TOP-2)
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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 local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and email to the RED and 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 the 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.

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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 the 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

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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 section 1001.215(8), F.S.
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 and for K-4 students with a substantial deficiency in mathematics.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

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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?

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Assurance 4: Selecting Instructional Staff

- The district and EO/Outside Entity shall ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.
- 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 4: Selecting Instructional Staff. 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?
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?

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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 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.

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Acknowledgment

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 are 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 submitting the TOP-2
Contact information: email, phone number
Date submitted to the RED and the Bureau of School Improvement
Superintendent Signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date local school board approved