



Turnaround Option Plan – Phase 2

Alachua County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Hawthorne Middle High School 0201

Hybrid (District-Managed Turnaround and External Partner)

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

District support is provided to all schools designated “F” and “D” and all are required to complete an SIP using Florida CIMS online template and the 8-step problem solving process. SIPs must include strategies to support district expectations. Plans were reviewed by the Executive Director of Elementary and Secondary Curriculum and monitored for implementation monthly by the Executive Directors. Schools receive additional support from district curriculum specialists, literacy coaches, and other district personnel and are required to hold regular meetings to review benchmark assessment data and early warning system data.

Throughout and at the conclusion of the current school year, the district Curriculum Department, along with the leadership team at each D or F school, reviewed data from the school visits; survey results and data from the teacher, parent, and student climate surveys; behavior and attendance data; the district-wide, standards-based, progress-monitoring assessments administered by teachers for reading and mathematics; and the 2017 Florida Standards Assessment ELA, math, and science results as well as results from state required EOCs. Data from HMHS led to several specific conclusions:

According to the data profile for Hawthorne Middle High School there is a need for improvement in English Language Arts.

English Language Arts			
Achievement	2014-15	2015-16	2016-17
6th	15%	40%	19%
7th	21%	21%	35%
8th	27%	30%	23%
9th	28%	30%	4%
10th	25%	39%	14%

Additionally, data on state assessments show a need for improvement in almost all areas of mathematics.

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Mathematics			
Achievement	2014-15	2015-16	2016-17
6th	12%	35%	20%
7th	27%	24%	30%
8th	27%	30%	23%
Alg I	29%	12%	20%
Geometry	33%	19%	16%
Alg II	5%	21%	18%

HMHS made a target to reduce referrals and out of school suspensions by 10%. That target that was met and exceeded. The school-wide discipline plan which includes positive-behavior support will continue to keep this trend.

Year	Number of Referrals	Percent change
2015-15	158	Reduced by 44%
2016-17	88	

HMHS has more student absences than the district average. Student support services will implement a plan to address this data element so attendance improves.

Percentage of students with 15 or more unexcused absences in the 2016-17 school year		
Hawthorne Middle High School	25%	14% variance
District	11%	

Item 2: Rationale for the turnaround option(s) selected.

Hybrid Turnaround Option

The Alachua County School District has selected the Hybrid Turnaround Option Plan. This plan involves further utilization and refinement of the district-managed turnaround option while adding support from an outside agency. Alachua County Public Schools demonstrated success with the hybrid district managed/external partner during the 2016-17 school year. During that time, the district contracted with the

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Lastinger Center as the External Partner and hired a new principal for Lake Forest. Additional district supports were provided to the school, and strict adherence to the hybrid turnaround plan produced very satisfactory results across the board. Lake Forest Elementary School went from a school grade of F to a C utilizing this option.

Change in school leadership was a vital part of this turnaround plan. A new principal with a track record of success with student data and a commitment to turnaround is being recommended for hire at HMHS.

Removal of ineffective staff has already occurred. Combined with appointing a strong instructional leader, this will help increase a sense of urgency, create emphasis on protecting instructional minutes, and build a school culture of high expectations for all stakeholders.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

Employ an External Partner to Support and Services the TOP:

The District will support HMHS by hiring an External Partner to help manage the turnaround plan. The district hired an external partner, The Lastinger Center, for the first time in 2016-17 to support the Lake Forest Elementary hybrid turnaround plan. Prior to that, the UF Lastinger Center had extensive experience in school turnaround, having worked as an external partner to six elementary and four middle schools in Duval County Public. At these schools, their work focused on the improvement of teaching quality through a comprehensive and aligned set of strategies. The Lastinger Center staff worked closely with the district and school leadership teams in Duval County to align supports offered to turnaround schools. Lastinger team members served on school leadership teams, were named within official school improvement plans, and collaborated across district initiatives related to enhancing literacy and educational equity through job-embedded professional development and instructional leadership.

Outcomes of these efforts demonstrated success in improving teacher retention, school culture, and school performance, particularly in elementary schools, which aligns well with Alachua County Public Schools' efforts with HMHS. Teacher retention went from 72% in the 2007-2008 school year to 80% in the 2010-2011 school year across the schools. School culture surveys pointed to positive changes in the areas of a welcoming environment, rigorous standards, and high quality instruction in language arts, mathematics, and science. And, the

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Duval schools all demonstrated improvements in their school grades. All schools rose at least one letter grade, four of the schools increased at least two letter grades, and two of the schools rose to an A grade over the course of the partnership. The Lastinger Center also demonstrated success in a comprehensive partnership at Andrew Jackson High School in Duval County, which at the beginning of partnership efforts was the state’s lowest performing high school in 2011. Together with the school and the district, Lastinger Center helped coordinate school improvement efforts across a host of outside entities including Big Brothers Big Sisters, AVID and City Year. Once again, the partnership resulted in success, moving the school from an F to a B within a single school year.

Our experience in Alachua County last year with the Lastinger Center’s work with Lake Forest was on par with these results. School culture surveys point to positive changes in the areas of a welcoming environment; an embracement of rigorous standards; and high-quality instruction in language arts, mathematics, and science. Discipline and attendance improved at the school. Ultimately, Lake Forest increased its school grade two letter grades, moving from an “F” to a “C.”

To meet the identified needs of HMHS, the Lastinger Center will work directly with the ELA and math departments at HMHS to improve student performance in both areas. The Center will utilize interviews and diagnostic tools, including use of the Instructional Practice Inventory, which has proven effective in identifying instructional weaknesses across the school. The Lastinger Center will also be charged with working with district support staff and the administrative support staff at HMHS so that their use of the coaching cycle can be differentiated to meet the needs of each individual teacher. Additionally, they will assess current understanding of standards and standards-based instruction and will meet weekly with the administrative team to review progress monitoring data and to support the leadership team with implementation of the TOP.

Lastinger Center team members will meet monthly with teachers to support teachers in knowledge of the standards, data analysis, standards-based lesson planning, and in the effective use of a common board configuration. A part of their work will also assess classroom engagement, and they will work with school and district staff to design and implement strategies to improve student engagement across all curriculum areas. Team members will conduct professional development and help lead professional learning across the school. Finally, the Lastinger Center will work with the LEA and school-based staff to evaluate and improve community school support and understanding of the current status of the school and of student performance.

District Support for the TOP:

Executive Director Turnaround Lead:

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The Executive Director for Curriculum will work closely with the principal to deploy district curriculum specialists to support teachers in all academic areas. The Executive Director has been employed with the Alachua County school system since 1991 and has a track record of leading high performance at the school level. The Executive Director began her career as a middle school teacher before becoming an assistant principal at a middle school. The Executive Director was appointed to the principal level in 2007 and served as the principal of Kanapaha Middle School until June 2015. Under her leadership, Kanapaha Middle School earned the grade of A with the exception of two years when the school grade was a B. The Executive Director was appointed to the position of Executive Director of Schools beginning July 1, 2016, where she gained extensive experience in working directly with school principals and their staff to lead turnaround efforts.

The Executive Director will plan biweekly reviews to provide feedback and support to teachers and administrators. During these biweekly meetings, district staff, principal and the school leadership team will walk through classrooms and will conduct regular review of progress monitoring data. This data will be used to plan targeted services with support from the Research and Professional Development departments at the district level as well as through support from the Laster Center. The district level team will review the biweekly data reports each month and deploy additional resources based on school data.

Support for Attendance:

The District will provide training and support to the student services department at HMHS to help them develop a plan to monitor and provide early interventions for student absenteeism and truancy, a current concern as demonstrated through school needs-assessment data. The focus will be on the school factors impacting school attendance such as school climate, attitudes of administration, attitudes of teachers and support staff, and strictly following the district's truancy procedures. A district attendance specialist will be assigned, full-time, to Hawthorne Middle/High School in order to assist the school in monitoring student attendance daily. One role of the attendance specialist will be to make daily contact with parents of any student not in attendance in order to determine the cause of the absence. Another role of the attendance specialist will be to assist the school in implementing best practices which increase student attendance with the assistance of the school counselors and deans. The Positive Behavior Interventions and Support team will include attendance as part of the school wide discipline plan.

Supplemental Instructional Staff and Scheduling:

The district has allocated two additional units above the district staffing formula for the high school so that a comprehensive school schedule can be achieved and to support intensive reading instruction. The master schedule will be revised to modify the block schedule utilized in recent years and a focus will be placed on increasing the instructional minutes dedicated to ELA and mathematics courses. All students in grades 6-10 will have 80

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minutes of ELA/Reading and 80 minutes of math all year. ELA courses will be paired with intensive reading. For example, on the A day of the school calendar, students would meet with their English 1 teacher, and on the B day they will meet with their intensive reading teacher who will be using the Reading Edge curriculum at middle school and the PW Impact curriculum (Teengagement) at high school. The same pattern would be followed for all students in grades 6-10. This will lead to double the instructional minutes spent on ELA and Reading than the previous school year, which should lead to more proficiency in the FSA testing.

To address math achievement, math courses will be scheduled to be yearlong as well. Year-long math courses will be paired with intensive math. For example, on the A day of the school calendar, students would schedule for Algebra I and on B day, they would be schedule in Intensive Math. The student will have the same teacher each day. The same pattern would be followed for all students in grades 6-10 for their math courses. Again, this will lead to twice the instructional hours spent on math than the previous school year, which should lead to more proficiency on the EOC.

Dedicated Instructional Coaching:

HMHS will be allocated a dedicated, full-time instructional coach to support the TOP and to work with district staff and the EMO in implementing the plan. The instructional coach will provide professional development in common board configuration, standards-based lesson planning, and in culturally responsive classroom practices. Professional development will be followed by embedded coaching and modeling support, provided by the instructional coach. The selected instructional coach has over ten years' experience in reading instruction at the secondary level and has earned her Coaching Certification through the University of Florida, Lastinger Center. The coach has also worked as an external expert for FDOE to review the middle school Florida ELA Formative Assessment Repository. The instructional coach will provide professional development based on student data which may include common board configuration, standards-based lesson planning, and culturally responsive classroom practices.

School Capacity

Administrators

The district has selected a principal with a data profile that demonstrates strong student achievement. The principal has the knowledge and ability to be an instructional leader of the school. The principal is committed to participating in professional development with the faculty so that the principal can provide the necessary follow up and feedback to improve practices in the classroom. The new principal has demonstrated an in-depth understanding of the Florida Standards, data analysis, and effective instructional practices needed to improve student achievement. The principal is a proven instructional leader having raised the letter grade from a D to a B during his first year as principal and maintaining at least a letter grade of C under subsequent years of his

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leadership. Having been a principal at every school level, the principal is prepared to address individual student needs based on data and to implement instructional strategies to increase student achievement. The principal brings more than ten years of school-based administrative experience to HMHS. The principal was recruited with a salary incentive. The principal will have the autonomy to deploy additional resources and the accountability to use those resources based on data analysis. An administrator has been identified with a start date to be determined after Board approval.

Educators

Five teachers have been removed because their student data results on State Assessments did not meet expectations and/or they were not committed to turnaround. They are as follows:

- Biology teacher with 14% proficiency on EOC
- Middle school math and science teacher with 15% proficient on 8th grade science/ 33% proficient in 7th grade math
- High School ELA teacher with 4% proficient
- High School ELA teacher with a VAM score of 1
- Elective teacher not committed to turn around

HMHS will have priority in hiring of experienced teachers with a proven record of student success. The Human Resources Department screens applicants and get VAM scores or other student data where available. The district will write an MOU with the teacher's union for incentive pay for the purpose of recruitment and retention of effective teachers to be in place by September 1, 2017. All teachers will receive additional professional development in common board configuration, standards-based lesson planning, and in culturally responsive classroom practices.

The academic teachers remaining have the following VAM scores:

- Middle school ELA - 3
- Middle school math teacher – 3
- Middle school ELA teacher – 3
- Middle school math/science – 3
- High school math – 3
- High school social studies – 79% pass EOC

B. Areas of Focus

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Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

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|---|--|
| <input type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input checked="" type="checkbox"/> 2. Instructional Programs | <input checked="" type="checkbox"/> 5. Increased Learning Time |
| <input type="checkbox"/> 3. Differentiated Instruction | |

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

Instructional Programs

To address the instructional program needs, the district is going to purchase Reading Edge, by Success for All, to target middle school students. The high school reading teachers will begin to utilize the Teengagement curriculum. All teachers will receive district support with implementation throughout the school year.

School Leadership

As noted, a new principal will be hired. The principal will work closely with an external partner hired to help manage the turnaround plan. Needs assessments show that in addition to a change in leadership, instructional staff, and the addition of external supports, there needs to be a shift in school culture to one with a focus on high expectations and the protection of instructional minutes. The school leadership, with the support of district staff and the external partner, will help teachers improve the quality of lesson plans, implement best practices, utilize curriculum materials with fidelity, and engage in frequent data monitoring.

Increased Learning Time

To address the need to increase learning time, the master schedule will be changed to increase instructional minutes in ELA and math classes for all students. A school-wide discipline plan including positive behavior support will be continued and adhered to with fidelity in order to protect instructional minutes during the school day. Improving student attendance will be a priority of both the school’s student support services department and the District student support services department. Additional personnel will be employed at the school level to encourage attendance through regular home contact and through adherence to the district truancy program. Resources will be also deployed to increase parent contact and make home visits as needed. After-school tutoring will be made available for students identified during progress monitoring as needing extra intervention.

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