



TOP-2

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

Hillsborough County
Jackson Elementary School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2018

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 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
Jackson Elementary School 292041

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. Accountable and Shared 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.

The Community Advisory Team analyzed school grade data, including specific cells and subgroup performance, early warning system data, and trend data over several years.

DA Principals met with the Superintendent and cabinet to discuss data, plans for 2018-2019, support needed from the district, and Superintendent expectations around setting achievement goals and monitoring data. These meetings included analysis of FSA data over several years, iReady data, school-level student data (including early warning system data), and survey results.

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DA Principals have already begun ongoing meetings with their principal supervisors, and a regular part of these meetings is data analysis. Grade data over several years is included, as well as survey data (teacher surveys, student surveys, parent surveys, and non-instructional surveys), EOC data, iReady data, and school-level student data.

School Grade (percentages, District/School comparisons):

	ELA		ELA LG		ELA LGBQ		Math		Math LG		Math LGBQ		Sci		% Pts		Grade
	Dist	Sch	Dist	Sch	Dist	Sch	Dist	Sch	Dist	Sch	Dist	Sch	Dist	Sch	Dist	Sch	
2018	54	31	54	42	42	35	56	38	57	44	44	29	56	33	59	36	D
2017	53	32	54	44	42	49	55	35	56	45	42	24	54	39	58	38	D
2016	51	26	50	40	39	47	53	46	52	60	38	61	54	45	55	46	C

iReady (no prior year data), District/School comparisons):

	Reading Below Level		Reading Mid Grade		Reading Late Grade		Math Below Level		Math Mid Grade		Math Late Grade	
	District	School	District	School	District	School	District	School	District	School	District	School
K	36	55	34	38	30	7	37	52	55	46	8	3
1	50	69	17	7	30	23	62	63	36	37	2	0
2	54	77	21	16	15	5	60	81	40	19	0	0

Survey Data (District/School comparisons):

District Average	School	
Student and Parent Results, total favorable percentages		
93	96	My teacher makes sure our class stays focused on learning. (Student)
88	88	The school is meeting the academic needs of my student. (Parent)
90	94	I am satisfied with the quality of instruction delivered by my student’s teachers. (Parent)
Teacher Survey Results, total composite scores:		
84.1	90.9	Teacher Leadership (Teacher)
84.3	78.9	Managing Student Conduct (Teacher)
85.3	92.7	School Leadership (Teacher)
87.7	97.8	Professional Development (Teacher)

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School Demographic Data (percentages):

	Am Indian or Alaskan Native	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	Multiracial	White, Non-Hispanic	Free or Reduced Price Lunch
District Average as of 8/13/18	.2	4.4	20.5	35.8	5.8	33.3	59.1
School	0	0	25.7	55.2	3.7	15.4	95.4

EWS Data:

Current Grade	Behavior 2017/2018 % w/2+ Suspensions	Attendance 2017/2018 % w/<90% Attendance	Course Assessments 2017/2018	Students with 2 or more indicators 2017/2018
KG	0	2	0	0
01	3	11	0	0
02	0	13	0	0
03	3	11	11	3
04	5	17	29	9
05	2	7	35	4

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

Strategies that have been successful at the school include providing content area coaching support for teachers focused on providing instruction aligned to the rigor of the standards, utilizing CHAMPS and PBIS to support positive student behavior, and building collaborative teacher teams.

Jackson has also begun the use of Kagan Cooperative Learning Strategies. Our teachers will continue use of these strategies as they become more embedded into our planning processes.

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

Our plan for addressing the needs of turnaround schools is rooted in the HCPS Turnaround Blueprint. The HCPS Turnaround Blueprint specifies research-based best practices in instruction, teacher professional learning, and leadership, and thus provides a roadmap for the work that school leaders and teachers undertake to continuously improve their instructional programs and accelerate student learning. This tool was developed through careful analysis of our most successful schools, making sure to ground and frame our experiential knowledge in the most up to date research on effective teaching and leadership practices. We will use this tool to support instructional leaders in reflecting on their current capacity to carry out the essential practices necessary for school transformation and help them use the resulting insights to guide school priorities, planning, resource allocation, and practice.

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The HCPS Turnaround Blueprint is organized into four domains, which each describe specific practices that effective schools use to continuously improve instruction and accelerate learning, particularly for historically underserved groups of students.

The **Results- Oriented Leadership** domain describes the essential leadership practices needed to catalyze school transformation and continuous improvement. This domain is divided into four capacity areas: Vision, Plan, Act, and Assess, Reflect, Adjust.

The **Systems for Professional Learning** domain describes the key structures and conditions that are vital for teachers to continuously improve their practice. The essential practices in this domain are divided into three capacity areas: Teacher Collaboration, Instructional Coaching and Professional Development.

The **Core Instructional Program** domain describes research-based practices for standards-based planning, classroom practice, intervention and assessment. The essential practices in this domain are divided into three capacity areas: Curriculum, Instruction and Assessment.

The **School Environment** domain describes elements needed in a school's learning environment for the success of students. The essential practices in this domain are divided into three capacity areas; school culture, values of learning, and communication.

A comprehensive behavior management plan will be implemented consistently across the entire school. The language of CHAMPS will be utilized throughout the school with fidelity. PBIS will be implemented with fidelity, under the direction of the Guidance Counselor.

RtI/MTSS processes will be firmly re-established with a regular meeting cadence and conversations driven by data. Teachers will use data to create actionable plans that include specific intervention strategies.

The addition of a Behavior Specialist this year will provide further support for our students. As we work to strengthen our RtI/MTSS processes, we will utilize the Behavior Specialist to support our teachers with implementation of Tier 1 strategies, and to provide individualized support for Tier 2 and Tier 3 students. The Behavior Specialist will focus on building teacher capacity.

Outreach to families and community partners will be increased through the addition of a Parent Liaison, who will work this year to build community partnerships that will carry on as a legacy.

Embedded teacher professional development will be supported by content coaches/resource teachers. We will focus on creating and using learning targets to guide instruction.

iReady will be implemented with fidelity, with the data that results being used regularly to inform lesson planning and differentiation. Along with use of iReady and Ready to support language arts, we will include iReady and Ready Mathematics, supported by the addition of those materials and the online Teacher Toolkit this year in an effort to immediately boost student achievement and boost teacher capacity.

Meeting the differentiated needs of our students will be enhanced by promoting multi-modal instructional strategies, providing students with engaging activities supporting standards-based instruction, including kinesthetic, visual, and verbal activities. This will be supported through increasing use of Kagan Cooperative Learning Strategies and opportunities for students to interact with one another.

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We will support our teachers with time and resources for planning lessons aligned to Florida Standards. This time will be supported by our content coaches/resource teachers, where they will develop a common language around assessment and performance structures.

Additionally, several HCPS practices have been identified as essential to the support of our turnaround schools. Addressing the needs of our turnaround schools not be a one-size-fits-all, top-down model as we focus on equity. Support will be based on schools' individual needs. We are committed to the elimination of systemic disparities by implementing systems and practices that strengthen and support equitable practices.

Then and now: School leaders requested and will now have a single point of contact in our district when requesting support or services to expedite solutions to challenges. School leaders requested and will receive clarity and alignment around the expectations and way of work to be implemented in the school. All communications and decision-making will be funneled through one office to expedite supports and interventions needed for high-needs schools. HCPS will implement a support structure that prioritizes the needs of our highest needs schools for human capital management, operations, facilities, and instructional decision. Our area leadership and district divisions are dedicated to working together as a unified team to provide customized support to each of our highest needs schools. Our district had been using an area model with 8 area superintendents. Each area superintendent has been creating their own individual strategy resulting in diluted district support. Under the new model, there will be a centralized support system and focused strategy to provide more resources to our highest needs schools.

Then and now: We have now had a deeper conversation about equity, and a School Board Equity Policy is in place. Achievement Schools, including D.A. schools, will be given an increased level of support and increased responsiveness to schools' needs. Our district's laser-focus on equity and training began last year at the Leadership Institute with four structures that lead to equity: *human conditions, structural conditions, learning conditions, and conditions for hope and realized dreams*. Our Board's Equity Policy is the driving force behind the work to implement these procedures.

Then and now: HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR will monitor teacher movement during pool periods, including an extended transfer period for instructional vacancies created for our Achievement schools, including D.A. schools. Two advertised hiring fairs were targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

Then and now: Unit assignments used to be largely formula-driven. Now, unit assignments will be based on need. Achievement Schools, including D.A. schools, will receive additional support personnel, including psychologists, social workers, academic coaches and resource staff.

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)

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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.

Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

Accountable and Shared Leadership

The superintendent and his staff will be directly held accountable for the success of all schools, including our highest needs schools. This is a district strategy that is dependent upon every divisional leader and their teams. Everyone who has a role in providing support to these schools will be held accountable for the success of students and our schools.

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels; Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels; Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Standards-based Instruction and Learning (for student and adult learners)***Positive Culture and Environment***

Students are engaged in SEL programs based on their needs and the HCPS “Building Strong School Culture” framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school’s culture.

Included in the HCPS “Building Strong School Culture” framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

It is an expectation that all behavior management plans for all DA and Achievement Schools include the Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/student services).

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We will utilize a variety of methods for recognizing students, including school visual displays. Various bulletin boards around the school will celebrate successes. These bulletin boards will reflect our effort to maintain an orderly and well-appointed school, and focus on student growth and character.

Part B.

Verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed. HCPS has agreed to the following assurances, as indicated on the TOP-1, and as explained in additional detail in the narratives below:

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 development 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 Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide evidence that shows instructional programs to be effective with high-poverty, at-risk students and how these programs are different from the previous programs. The district shall demonstrate Florida's Standards alignment 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 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.

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

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.

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 Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), 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 DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

The district shall ensure the instructional personnel who do not have a state 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.

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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:

Our needs assessment, conducted with support of the Area Superintendent, resulted in the establishment of critical areas of focus. Those areas are addressed in the School Improvement Plan (SIP), aligned with the HCPS Strategic Plan. This TOP-2 is directly aligned with our SIP.

Our SIP Areas of Focus include:

Our Area of Focus is: Engaging students in high level questioning and discussion across content areas; and Building school capacity to utilize the problem solving process and create and sustain effective systems that support student achievement.

Our action steps include teacher professional development focused on engaging students more effectively in high level questioning, job-embedded training through coaching, engaging students with experiences that provide opportunities for academic support through multi-modal strategies, and supporting students as they learn to utilize effective problem-solving strategies.

We will provide our teachers with planning time and resources to support these efforts.

Our Area of Focus is aligned directly with this TOP-2.

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

The Area Leadership Team, under the supervision of the Area Superintendent, plans monthly Learning Walks with the school leadership team. During this time, the team meets to discuss data, celebrate any successes, and assist in problem solving concerns. Using identified look-fors based on our instructional priorities, the team observes several classes and provides feedback and suggests next steps. The Area Superintendents provide direct access to additional district supports.

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 development 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.

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☒ The district shall ensure that instructional programs align to Florida’s 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 high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida’s 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 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 Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida’s 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. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. 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**Describe the district leadership team and its role in implementing the DMT plan.**

Our Achievement Schools, including D.A. schools, under the direction of the Assistant Superintendent of Educational Leadership and Professional Development along with the Chief of Schools, are supported by an Area Superintendent, ESE Supervisors, District ESE Resource Teachers and Staffing Coordinators, School Improvement, District content area coaches and instructional mentors, and Area coaches (including principal coaches). Support also includes The Deputy Superintendent for Instruction, The Deputy Superintendent of Operations, the Assistant Superintendent for Academic Support and Federal Programs, The Chief Diversity Officer, The Chief Academic Officer, and is continued through representatives from every division in the district.

District-Managed Turnaround Plan—Step 2 (TOP-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.**

Principals have autonomy and flexibility in many areas. Principals hire their own staff, and work with HR through established procedures to maintain an appropriate staff. While bell schedules are established by the district, schools can utilize the waiver process to allow for scheduling changes. Principals have decision-making control over their internal budgets, Title I budgets, and UniSIG budgets. While principals may collaborate with their Area Superintendents regarding budget expenditures, the ultimate responsibility for decision making lies with the principals.

Identify how the new or revised instructional programs align to Florida’s Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

iReady will be utilized to support Florida Standards instruction in both ELA and Mathematics. Computer-based instruction was found to have a positive achievement impact defined by Hattie (2016) as an effective classroom strategy, with an effect size of .37. iReady provides an adaptive growth measure as well as three diagnostic assessments each year, provides rigorous and aligned on-grade level instruction and practice, provides teachers with additional downloadable lessons designed to meet the needs of individual students, personalizes student instruction based on unique areas of need, and provides numerous reports for progress monitoring. iReady diagnostic results are highly correlated to FSA, with overall correlations for grades 3-8 ELA and Mathematics ranging from .74 to .87, exceeding recommended thresholds for correlations. For schools with Title I status, a high percentage of minority students, or large free- or reduced-lunch populations, those that used Ready Instruction also had significantly higher percentages of students achieving proficiency. With the district’s inclusion of the Ready classroom instruction materials for our school, iReady represents an effective blended learning program, with student academic growth exceeding that of typical students of comparable ability.

We will utilize multi-modal teaching strategies and higher order questioning/discussions to support student engagement and academic growth. We will build on our use of cooperative learning (Kagan) strategies to support multi-modal learning. Hattie’s work in *Visible Learning* 2016 illuminated the top strategies in terms of classroom effect size. Many Kagan strategies were among those, including #7 Classroom Discussion (effect size of .82), #35 Cooperative vs. competitive learning (effect size .54), and #65 Cooperative learning (effect size .42). There is strong evidence that these strategies are effective in improve academic achievement.

Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.

iReady diagnostic testing (three times annually) in both ELA and Mathematics will be used to progress monitor throughout the school year. District formative exams will also be utilized in ELA, Mathematics, and Science. iReady diagnostic testing is used at the end of the year as a summative measure for Grades 1 and 2. WIDA is administered to ELL students. FSA testing is the paramount summative measure of student achievement.

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.

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Additional content area coaches/resource teachers will provide additional support for teachers, helping to build capacity in planning and delivering lessons aligned to the standards with appropriate rigor. This support will also include data analysis, necessary for making adjustments throughout the school year. A change in how schools are supported by the Area Superintendents allows for much more attention to our chronically under-performing schools, with more direct access to additional district supports. The new Achievement Schools' structure was described in detail in the TOP Step 1 document, and is repeated here:

A new support structure, Achievement Schools (including D.A. schools), is in an effort to apply the district's policy on equity in a systemic way. Our goal is to keep schools out of Differentiated Accountability, therefore with no need for a state Turnaround Plan. Achievement Schools will focus on chronically under-performing schools. The Achievement Schools will be staffed by experienced and highly effective leaders. Regular collaboration and coordination with Human Resources and the teacher's union will support our quest to staff these schools with experienced, highly effective teachers. The district will implement a support structure that prioritizes the needs of the Achievement Schools for human capital management, operations, facilities and instructional decisions. Each principal supervisor will be assigned a fewer number of schools, designed to consolidate and streamline decision making and support for our highest needs schools. This will help to facilitate and expedite communications around supports and interventions need for our highest needs schools. We will be redirecting current resources and supports to schools that need them the most, thus implementing equitable practices.

HCPS is working to provide disaggregated data (subgroup data) to schools for the iReady diagnostic results. This will help as we work to refine and pointedly direct our own school improvement efforts.

Explain the district's allocation of supports and resources and how they align to the specific needs of the school.

HCPS held the Showcase of Achievement Schools events on June 18 and July 9, inviting and recruiting approximately 90 new and current teachers to be a part of our Achievement and D.A. Schools. Principals and their leadership teams did interviews on the spot and were able to offer positions in areas such as math, science, English, reading and Exceptional Student Education. The event was overseen by Human Resources.

HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR also tracks, throughout the year, all teachers with a state VAM score of NI/U to ensure that D.A. schools maintain the appropriate teaching force as defined in D.A. legislation. This includes the monitoring of teaching movement during pool periods. An extended transfer period for instructional vacancies was created for our Achievement Schools (including D.A. schools) to allow for transfers from non-Achievement (D.A.) schools, no transfers between schools, and no transfers out of Achievement (D.A.) schools (unless it is an administrative transfer or required for compliance with state mandates). Two advertised hiring fairs were targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

Achievement Schools will be piloting a model new to HCPS, the Learning Specialist Model. The impetus for this pilot project is to improve outcomes for students with reading disabilities by providing a skilled interventionist with expert knowledge to administer diagnostic assessments and implement explicit,

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systematic multi-sensory reading interventions. The Learning Specialist will also facilitate the deepening of reading intervention knowledge for all teachers through a more organic and job-embedded approach. A currently allocated VE position will be utilized as the Learning Specialist with an additional Exceptional Student Education paraprofessional allocated to support the model. Approximately ten elementary Achievement Schools/D.A. schools will be targeted for participation in the 2018-2019 pilot project. This project is being supported through our Exceptional Student Education department.

The Superintendent and Cabinet met with each principal prior to the start of the new year. At that time, principals were asked what additional resources they felt were necessary to meet the needs of the school. Every attempt was made by the district to provide those resources supported by an attitude of “getting to yes.”

Funding program offices work together to support the efficient use of funds, helping to support the school in utilizing funds appropriately. Principals are supported in viewing funding in total, using each distinct funding source as a part of the whole in ways that appropriately support the purpose of the program and the unique needs of the school.

Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

Achievement Schools, including D.A. schools, will be supported in a way never seen before in our district to level the playing field for students. Our district will put its best leaders and teachers into our schools with the highest needs and provide the right resources to schools for sustained student success. We will create an innovative and collaborative learning environment that will center around a culture of high expectations for students.

We know what it takes to improve achievement, and we’re implementing it with fidelity and equity. Our district is making bold decisions with school leaders and teachers and ensuring the right people are put in the right places.

Then and now: Our district has been using an area model with 8 area superintendents. Each area superintendent has been creating their own individual strategy resulting in diluted district support. Under the Achievement Schools model, there will be a centralized support system and focused strategy to provide more resources to our highest needs schools.

Then and now: We’ve now had a deeper conversation about equity and a School Board Equity Policy is in place. With past processes – like *STAR* and *Focus* – schools were identified as needing help, but the district’s structure and way of work weren’t cohesively organized to make those schools a priority. With *Elevate*, district systems weren’t in place to achieve equity. Under the area model the past two years, the district utilized a team approach to better provide support to schools. Progress has been made. In order to now get more dramatic increases in achievement, our district is pulling together the highest-needs schools and aligning resources to accelerate achievement through a core district strategy. Achievement Schools, including D.A. schools, will all be given an increased level of support and increased responsiveness to schools’ needs. Our district’s laser-focus on equity and training began last year at the Leadership Institute with four structures that lead to equity: *human conditions*, *structural conditions*, *learning conditions*, and *conditions for hope and realized dreams*. Our Board’s Equity Policy is the driving force behind the work to implement these procedures.

Then and now: HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR also

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tracks, throughout the year, all teachers with a state VAM score of NI/U to ensure that D.A. schools maintain the appropriate teaching force as defined in D.A. legislation. This includes the monitoring of teacher movement during pool periods. An extended transfer period for instructional vacancies was created for our Achievement Schools (including D.A. schools) to allow for transfers from non-Achievement (D.A.) schools, no transfers between schools, and no transfers out of Achievement (D.A.) schools (unless it is an administrative transfer or required for compliance with state mandates). Two advertised hiring fairs were targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

Then and now: Unit assignments used to be largely formula-driven. Now, unit assignments will be based on need. Achievement Schools, including D.A. schools, will receive additional support personnel, including psychologists, social workers, academic coaches and resource staff.

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 development plan that provides ongoing tiered support to increase leadership and educator quality.
- The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.
- 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 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 Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), 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 DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

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☒ 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.

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 and assistant principal 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. 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

Has the principal been retained or replaced? Include the principal's name and start date, selection process, and leadership experience. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.

Jarrod Haneline is the newly appointed principal of Jackson Elementary. Jarrod comes from Bailey Elementary (a Title I school), where he was the principal for two years. When he became principal at Bailey Elementary, the school was graded "C" and the following year the school moved to a "B." That increase in school grade was the result of growth in Math and Science Achievement, ELA Lower Quartile Gains, Mathematics Gains, and Mathematics Lower Quartile Gains. Overall, the school increased 9% points.

Over the past year, 99% of the students at Bailey Elementary had no suspensions. Up until he was moved from Bailey Elementary this year, only 4 total students had received any suspensions. Over the entire previous school year, only 25 behavior incidents were reported at Bailey. 90% of parents responded positively regarding the school environment on the annual parent survey, higher than the district average. This included the question, "I am proud that my student attends this school." This too, was higher than the district average. The students feel this attention to a positive culture as well, with 97% responding positively to the question, "My teachers want me to do my best."

Mr. Haneline worked to develop a collaborative culture with and among his staff. The TELL teacher survey indicated with a 90.6% agreement rate that "teachers are encouraged to participate in school leadership rates," a rate higher than the district average. Over his two years as principal, there was

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virtually NO teacher turnover, something he was very proud of. Mr. Haneline was excited about the opportunity to be selected as the new principal at Jackson Elementary. When asked why, he responded humbly, “I lead so that I can serve.” We believe that he will bring a renewed leadership to Jackson Elementary – his brand of servant leadership with a focus on quality teaching and a supportive culture.

Charlena Boudreau is also beginning her third year at Jackson Elementary as the Assistant Principal. She successfully completed HCPS’ Turnaround Leadership Program. Prior to her selection as Assistant Principal, Mrs. Boudreau was an area RtI/MTSS facilitator. She brings this experience with sophisticated data analysis and problem solving to her work as an instructional leader at Jackson Elementary.

Will other members of the school leadership team be retained or replaced, and when? Explain the team’s turnaround experience.

A new math resource teacher was added to Jackson’s leadership team this year. The new teacher was hired from Burney Elementary, a school successful in moving out of DA last year.

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?

Hillsborough Principal Pipeline: We all win when our principals and teachers are empowered and provided with the right support. And we all benefit when our students are better prepared for college or a career. With these goals in mind, Hillsborough County Public Schools is transforming the way we identify and train our aspiring leaders, through the Hillsborough Principal Pipeline. From the beginning of the Pipeline, with the Future Leaders Academy, or at any point in between, strong and long lasting relationships are built with current and future leaders, all of whom will become part of a support network that includes mentors, coaches and fellow participants.

Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other’s leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at D.A. schools.

Pipeline participants engage in professional development courses that include both leadership and technical training aligned with state leadership standards and District leadership competencies. The program prepares current and future school leaders to effectively serve as *instructional leaders, managers of human capital and organizational/systems leaders*. The Hillsborough Principal Pipeline offers the unique and valuable opportunity for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master’s Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting

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on and studying effective practices in turnaround schools. Upon completion of their Master’s Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master’s in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district’s Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district’s Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

Achievement Schools: Achievement Schools, including our D.A. schools, will be supported in a way never seen before in our district to level the playing field for students. Our district will put its best leaders and teachers into our schools with the highest needs and provide the right resources to schools for sustained student success. We will create an innovative and collaborative learning environment that will center around a culture of high expectations for students. Achievement Schools staff members will each support a smaller group of schools (12-13 schools) that they’re able to visit more frequently. The Achievement Schools staff will provide principals and leadership teams with supportive, side-by-side coaching. Our district has been using an area model with 8 area superintendents. Each area superintendent has been creating their own individual strategy resulting in diluted district support. Under the Achievement Schools model, there will be a centralized support system and focused strategy to provide more resources to our highest needs schools. Grant funding, including the Teacher and School Leader Incentive Program, are available to help incentivize school leaders. They’ll also be provided with extra training and additional opportunities made available to staff at Achievement Schools. Another incentive for staff is working with amazing students – teaching, leading and helping them succeed.

Achievement Schools, including D.A. schools, will be staffed by experienced and highly effective leaders. The leaders selected for these schools must demonstrate Turnaround Leader competencies. The Turnaround Leadership Pathways (TLP) is our district’s strategy to ensure we have the right leaders in our highest-needs schools. TLP is centered on the belief that leadership is the key component for change in schools, because great leaders build strong school culture and attract and retain talented teachers, who in turn, significantly improve student achievement.

What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

Principals have autonomy and flexibility in many areas. Principals hire their own staff, and work with HR through established procedures to maintain an appropriate staff. While principals may collaborate with

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their Area Superintendents regarding hiring, the ultimate responsibility for decision making lies with the principals.

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?

HCPS believes that school turnaround is a process that may take, as supported by research, three to five years. However, there is an understanding of the urgency of making progress with our most vulnerable students. Continuous progress monitoring, under the supervision of Area Superintendent Dr. Larry Sykes, will provide a solid data base from which to make decisions about the capacity of the school leaders currently in place. Interactions with the parents, families, school staff members, and community will also be a consideration.

Final leadership decisions will be made by the Superintendent and Cabinet, after consideration of the many variables in play. Decisions will be made based on what is best for the students, and the school overall. The decision may be to replace all or part of the leadership team, or it may be decided that providing additional time and/or supports will allow for the greatest opportunity for success.

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 a 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 Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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?

As described earlier, HCPS held a Showcase of Achievement Schools events on June 18 and July 9, inviting and recruiting approximately 90 new and current teachers to be a part of our Achievement and D.A. Schools. Principals and their leadership teams did interviews on the spot and were able to offer positions in areas such as math, science, English, reading and Exceptional Student Education. HR

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practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

Unexpected vacancies present challenges, especially when they occur during the school year. We recognize the need to have our students under the tutelage of certified teachers. Our HR department works to maintain hiring throughout the school year, and the best of those applicants will be directed to our Achievement Schools, including DA schools, first. Other certified personnel on campus are available to be directed to support vacancies. Certified teachers working temporarily as substitutes are also utilized to support longer term vacancies.

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?

Our district will continue to incentivize teachers using various programs, which currently include the Renaissance salary differential program, performance pay, and bonus structures. We have designated more than \$1 million for teacher professional development and have already designed plans for summer and back-to-school training sessions with staff. Our district has allocated four professional development specialists to Achievement Schools, including D.A. schools. This will ensure teachers get what they need and are successful as we work to eliminate barriers.

Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. According to a 2016 Bain & Company study, 95% of survey respondents felt that great leadership is essential to a

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schools' success (Bierly, Doyle, & Smith, 2016). Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

The HCMS informs a wide range of human capital decisions in the district. For instance, to recruit teachers to fill vacancies in hard-to-staff sites, teachers' overall evaluation ratings are examined. Those designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Effectiveness data are part of a targeted hiring and placement selection process that dictates whom to interview and hire for vacancies. Human Resource (HR) Partners are utilized to maximize staffing and deployment of the educator workforce. These district-level positions assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also employs the use of a web-based platform which provides online tools such as a "teacher fit" predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows.

Once hired, teacher induction and teacher retention are supported through full-release instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school- and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. Of note, the base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated student impact. The district awards performance-based compensation to all eligible school-based personnel deemed highly effective on their current year's evaluation. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.

HCPS's Turnaround Leadership Pipeline (TLP, noted previously) provides teachers and administrators whose calling is to serve students most at-risk to formally declare that interest, supports them once they get to a high-need school, and provides them with financial and non-financial incentives to reward them for their success. While some personnel enter the turnaround school leadership pipeline with the ultimate goal of becoming a principal at a high-need school, TLP is designed to support teacher agency through a distributed leadership model. As such, each pathway in the pipeline is designed to function as a destination job at a high-need school. Teachers and APs may choose to remain in that role at a high-need school while still benefitting from the leadership opportunities afforded through TLP. For instance, teachers and school leaders at all levels of TLP benefit from PLC learning sessions related to leadership in high-need schools. In addition to the learning provided by the sessions, they also serve as networking opportunities for aspiring leaders who are serving in schools with similar challenges. Networking and collaborating with peers from like schools provides an invaluable opportunity to work together as a community to solve problems of practice that frequently occur in high-need school environments.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned

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or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

As stated above, HR practices have shifted to allow a focus on staffing highest-needs school first. Transfer periods carry restrictions with regards to state VAM ratings, and additional hiring fairs were held to directly focus on hiring for our turnaround schools.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

One – second grade teacher with a rating of U. One teacher with a VAM of NI in Mathematics was shifted to ELA.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

Confirmed.

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

See above. We currently have no vacancies.

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	6	1 (1 with an NI earned in Mathematics will be shifted to ELA, leaving 0)	0
School %	14.3	85.7	0	0
District %	14.6	55.7	15.8	13.9

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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
Jenifer Neale, Administrator on Special Assignment, School Improvement
Contact information: email, phone number
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Date submitted to the Bureau of School Improvement (due October 1)
September 17, 2018
Superintendent signature (or authorized representative)