



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

Purpose

The purpose of this document is to guide districts as they plan for turnaround.

Instructions

Turnaround selections and plans shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code (F.A.C.).

Districts shall complete phase one (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address each school's greatest areas of need, selecting an option, and describing how the strategies to be implemented through the selected option directly addresses the needs of each school.

Districts shall complete phase two by developing a plan for implementing the selected option in accordance with the needs of the school(s).

In 2016, requirements of this form are to be addressed through the **2016-17 District Improvement and Assistance Plan (DIAP)** in the Continuous Improvement Management System (CIMS) or in the spaces provided, as directed on this form.

This completed form and an attached DIAP shall be submitted to the regional executive director (RED) for review and feedback. The final plan shall be signed by the district superintendent and approved or denied by the State Board.

Flexibility

Modification of the requirements of this form may be approved based upon the following:

1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The RED will review the district's draft and provide feedback and support to the district in the summer prior to implementation. On the final plan, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval," and provide the rationale for any reservations.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be maintained by the district during the turnaround planning year and made available upon request: documentation of stakeholder engagement, timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

A. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians. Central Hamilton Elementary School holds various events that attempt to gain stakeholder involvement throughout the year. Open House, parent nights, parent conferences and various workshops for parents have taken place at the school during the “prime time hours” (such as 6 to 7 p.m.) so parents can attend. Examples of such stakeholder involvement are as follows: a Summer Bridge Program for incoming *to plan for turnaround in 2015-16*.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district’s turnaround plan.

0031 Central Hamilton Elementary:

Part II: Stakeholder Engagement

B. Community Assessment Team

- Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

The Community Assessment Team (CAT) serves in the capacity of steering committee and played a critical role in reviewing school performance data to determine causes for low performance and to make recommendations for continuous school improvement. The team reviewed the data and brainstormed potential causes and solutions for low performances. The CAT is a composite of groups of people from around the community. Bagin, Gallagher, and Moore (2008) posit that, “Some of the groups have little or no influence on community affairs, but others have a great deal” (p. 20). The Hamilton County CAT, unlike other school-based community partnerships have a significant amount of influence on our school-reform efforts. Members are recruited from parents, business and community, and Hamilton County Middle/High School who are vested in and are committed to our efforts towards continuous school improvement. After

reviewing data from student assessments, early-warning system, teacher observation/walkthrough, and community stakeholder surveys members of the CAT team generated list of possible strategies or interventions to assist the schools with continuous improvement. Moreover, as part of their committed relationship with Hamilton County School District, members of the CAT will also serve as liaisons to our many School Advisory Councils to support common goals within the district for school reform planning and continuous school improvement. In addition, the CAT members serve as community activists to inform the community of progress towards goals and objectives. Although the CAT meets monthly and is scheduled to continue meeting until the recommendations are completed and implementation begins, several of the CAT members have committed to establishing a continued relationship and partnership with the Hamilton County School District in an advisory capacity. Marshall and Gerstl-Pepin (2005) contended that schools, "...cannot stay removed or unaware of local constituencies and group demands in the subpopulations of school communities" (p. 135) therefore it is our intent to build upon the successes we have had with the CAT and expand the group to better represent the demographic makeup of our school community.

References

- Bagin, D., Gallagher, D. R., & Moore, E. H. (2008). *The school and community relations* (9th ed.). Boston, MA: Pearson Publishing .
- Marshall, C., & Gerstl-Pepin, C. (2005). *Re-framing educational policy for social justice*. Boston, MA: Pearson Publishing.

Kindergarten students to orient them to the Elementary School, School advisory council meetings, Awards Day, Grandparents Day, Donuts for Dads, Muffins for Mom, and literacy workshops. The Florida Department of Education has presented workshops on the Florida Standards and Assessments to assist parents in being more knowledgeable about how to help students. The Hamilton County Board of Education also hosts community forums for gaining information from the community.

Hamilton County involved and engaged stakeholders in the SIG model selection process by holding two Hamilton Community Assessment Team (HCAT) meetings on alternate dates and times to accommodate schedules and allow for more participation from community stakeholders. The HCAT team members were representative of demographics and school feeder patterns. In addition to this mechanism, all feeder elementary schools have active Parent Teacher Organizations (PTO) which meet monthly to inform school administration of community needs. Each school has a moderately engaged School Advisory Council (SAC) that meets quarterly to provide information and supplement the work done by the PTO. Historically, Hamilton County has had low parental and community involvement in school events that were related to academics which became a catalyst for our support request through the Differentiated Accountability Team (DAT). The DAT involvement included a review of the meeting notes, the HCAT team membership roster, and survey results for which the information garnered through the DAT data review will be incorporated into our plans to build stronger relationships with families, to provide professional development to families and staff, and to inform our continuous school improvement efforts.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Methodology: According to The Joint Committee of Standards for Educational Evaluation [JCSEE] (1994), “Education and training programs are evaluated in order to determine their quality and gain direction for improving them” (p. 1). To facilitate and form a better understanding of our strengths and/or opportunities for growth, we took a case-study approach to conducting our needs assessment. Using the CAT, HCAT, PTO, and SAC interactions to generate both quantitative and qualitative data, we conducted a comprehensive needs assessment incorporating a multiyear analysis of student performance data from the Florida Comprehensive Assessment Test (FCAT), the Florida Standards Assessment (FSA), Florida End of Course Assessments (EOC), and data accumulated through Hamilton County School Districts common benchmark assessment systems. Included in the needs assessment was quantitative and qualitative data collected through staff and stakeholder surveys taken over the last two years. The qualitative data was coded, grouped, categorized into themes, analyzed to determine a best approach to address the commendable areas and those areas identified as providing the most opportunity for growth. The quantitative data was analyzed using IBM SPSS software program through cross-tabulation manipulation to determine causal relationships, if any, between demographic and achievement variables. All of the data sets and resulting assessments were aligned with the tenants of the Five Essentials (Byrk, Bender-Sebring, Allensworth, Luppescu, & Easton, 2010) and the SACS/CASI AdvancEd accreditation standards of accountability and continuous improvement for quality schools (SACS/CASI AdvancEd, 2016). A brief summary of the data is shown below:

Results:

Completing the comprehensive needs assessment identified several supports needed to increase student achievement at Central Hamilton Elementary. The needs assessment indicated a need for improvements in academics, curriculum alignment (grade transitions), support for ESE/ELL, and curricular resources which strongly aligns with the comments and concerns expressed by several stakeholders on a number of surveys we administered throughout the year. In any event, we will use the data generated through the comprehensive needs assessment to affect changes in our instructional, professional development, resource allocation, and budgeting practices during the next few years. The needs assessment proved to be a valuable source of critical feedback needed for our continuous improvement efforts.

References

- Byrk, A. S., Bender-Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.
- The Joint Committee of Standards for Educational Evaluation [JCSEE] (1994). *The program evaluation standards* (2nd ed.). Thousand Oaks, CA: Sage Publishing.
- SACS/CASI AdvancEd (2016). *AdvancEd standards for quality schools*. Retrieved August 15, 2016, from <http://www.advanced.org/sites/default/files/documents/SchoolStndsNolevels.pdf><http://>

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

 Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

 Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

 Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

 Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

 Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Hamilton County feels that Options 2-5 are not viable options for us. We feel that we are making improvements each year that are helping us achieve higher scores. We feel that if we can continue to improve recruitment and retention of highly qualified teachers, we will continue to progress toward a school grade of "C".

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners. The district leadership team meets bi-weekly to address concerns with each department that relates to the schools specifically. Each member of the team shares events and concerns with the committee to collaborate on support needed from individual departments. The Chief Academic Officer (CAO), will guide the transformation initiatives until the hiring and appointment of a Transformation Supervisor. Dr. McCombs have been a school administrator for 16 years. While at Bayshore High School Dr. McCombs was part of an administrative team that moved the school from “F” to a “B”. He is a graduate of the Commission’s Leadership Academy and teaches graduate level courses in literacy leadership and educational research which are areas needed to aid our transformation efforts and build capacity to sustain literacy leadership within the district. The political climate is stable and Mr. Moffses, the district superintendent has a clear vision of the changes needed to be made in our transformation. He has made a commitment to allocating sufficient monetary and human resources from the grant funding that will support the transformation and lay the foundation for the district’s sustained growth.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems. There is a Reading coach and Math coach at Central Hamilton Elementary. These coaches were highly effective teachers who were selected according to their expertise. Both coaches have been provided training and professional development to help support instruction in order to increase student achievement. Central Hamilton Elementary also has a teacher support colleague. The TSC was hired in January of the 2014-15 school year. The position was advertised, then applications, resumes, and letter of references were collected and interviews were scheduled. Interviews were conducted by a panel and a candidate was selected. His role includes leading professional development, professional learning communities, NEFEC liaison and work closely with individual teachers to support faculty.

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent. The district will support Central Hamilton Elementary differently than other schools in the district by working closely with the Administration and meeting weekly with the district level departmental directors. District personnel will support Central Hamilton Elementary in the following ways: The superintendent meets with the leadership team bi-weekly. The Chief Academic Officer will meet with the Principal weekly and on an as needed basis. The coordinator of Federal Programs will support Central Hamilton Elementary by meeting weekly with the Principal to discuss the supplemental needs of the school, including personnel materials and resources. Also, the coordinator will be available to meet with staff for program needs, support, and effectiveness. She will provide resources for parent and community support.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools. Hamilton County School District is a small rural school district in which the members of the District Leadership team and the Department Heads/Coordinators/Directors are chosen by the Superintendent. They include Tom Moffses, Superintendent, Charles Lambert, Transportation Director, Ida Daniels, Nutrition Director, Carol Milton, Director of FDLRS/PD Coordinator, Mary Loughran, Financial Director, Isaac Goyette, Information Technology Director, Dr. Baron McCombs, Assistant Superintendent-Chief Academic Officer, Kip McLeod, Principal of Hamilton County High School, Peggy Hasty, Principal of all 3 Elementary Schools, Phyllis Porter, Coordinator of Federal Programs, and Betty Linton, Director of Exceptional Student Education.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty. Instructional staff that is less than effective with VAM scores will be required to participate in professional development for job retention for the following year. Teacher retention and recruitment is low within the district, so the district attempts to support and train all staff to the highest potential. The district is implementing a new recruiting program that will target college seniors or recently graduates of education university programs of education an area which was previously untapped recruiting market for us. A recruiting team will visit local colleges to stimulate interest for new graduates looking for their first education job to relocate to Hamilton County. Since the list of potential candidates is insufficient in Hamilton County the superintendent has arranged with neighboring districts to obtain lists of applicants they were unable to hire due to lack of vacancies to see if there is an interest for them relocating to Hamilton County. The district will work through human resources, other district departments, the Hamilton County School Board, the local education association, neighboring school districts to retain staff with the skills necessary to meet the needs of the students in a transformation school. In addition, we are currently studying the possibility of offering a bonus or incentive pay formula for increased student achievement.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S. Due to the availability of the teacher pool, the school and district work closely to support, train, and develop the teachers to reach their highest potential. The district has implemented a new "Onboarding Committee" to assist in retaining teachers. We have also begun to use virtual job fairs and Skype to interview across the country to attract more highly qualified teachers. We are also gathering data for the use offering incentives which should allow us to be able to hire more highly qualified teachers. As stated above, the district is implementing a new recruiting program that will target college seniors or recently graduates of education university programs of education an area which was previously untapped recruiting market for us. A recruiting team will visit local colleges to stimulate interest for new graduates looking for their first education job to relocate to Hamilton County. Since the list of potential candidates is insufficient in Hamilton County the superintendent has arranged with neighboring districts to obtain lists of applicants they were unable to hire due to lack of vacancies to see if there is an interest for them relocating to Hamilton County. The district will work through human resources, other district departments, the Hamilton County School Board, the local education association, neighboring school districts to retain staff with the skills necessary to meet the needs of the students in a transformation school. In addition, we are currently studying the possibility of offering a bonus or incentive pay formula for increased student achievement.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

 Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

 Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

 Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

 Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

 Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

The district has implemented a new “Onboarding Committee” to assist in retaining teachers. In that same respect, we have begun to use virtual job fairs and Skype to interview across the country to attract more highly qualified teachers. We are also gathering data for the use offering incentives which should allow us to be able to hire more highly qualified teachers. The district is also planning to offer incentives for increased teacher attendance. Another strategy to reduce or eliminate internal systemic barriers is to revise current policies which relate to when a teacher may “resign” and be able to go to another job without us having a replacement. In addition, the district has implemented

several changes in accordance with the five essential outlined by Byrk, Bender-Sebring, Allensworth, Luppescu, and Easton (2010). They are:

Ambitious Instruction and Learning: The district has supported the schools by arranging and funding professional development for teachers. The Hamilton County Board of Education has approved five professional development days during the year for teachers to gain the most recent knowledge available. The school has incorporated a Literacy Design Collaborative for the Language Arts and Social Studies department. The district will continue with the world renowned Learning Focused School director Max Thompson for implementation during the 2016-17 school year. The Learning Focused System (LFS) will help teachers be more engaging and increase rigor in the classroom. Although Central Hamilton Elementary School did not increase a letter grade in the last grading cycle, we do believe the LFS will continue to assist in an upward trend over time. The Assistant Superintendent has formed a Curriculum committee to study curriculum in all areas and will have bi-monthly meetings.

Safe and Supportive Environment: Professional development for teachers and staff is both a key component and critical for student learning. The district provided additional professional development and holds full professional development days focused on PLCs, data review, curriculum mapping to standards, technology integration, and just in time training when needed. The District has continued to support the school in several ways: 1-attempting to hire highly qualified teachers, 2-providing staff development training for teachers in areas such as Florida State Standards and most effective teaching methods, as well as, and 3- providing the most current curriculum to include textbooks and resources for teachers. Funding for various resources for teachers is another major way the district has supported the school. Technology at Central Hamilton Elementary is almost second to no other school as the Superintendent is extremely “technologically sound” and is highly innovative in the purchasing of the most up to date equipment that meets the needs of student learning and also the state online testing requirements. All students at Central Hamilton Elementary have digital devices. One example deals with the early warning systems in place for student attendance; the introduction of student swipe card technology for bus ridership and classroom attendance integrated in to a phone call out system. This system notifies parents of a missed bus or missed class. Discipline is consistent and district supported in order to provide the best learning environment possible for students.

Family and Community Engagement: The district offers opportunities for families as well as the community to be involved in the school decision making process; i.e. Parent representatives on the CAT committee and the School Advisory Council. Earlier in Section II B several ways the family and community are involved at Central Hamilton Elementary School. The fact that parental involvement has been low in the past years, it is a goal of the School Improvement committee to search for ways to increase family and community involvement.

Public and Collaborative Teaching: The master schedule is organized to allow for teachers to utilize common planning times. Teachers have one planning period which consist of forty minutes during the day as well as another thirty-minute period at the end of the day. Faculty meetings, professional development activities, parent conferences and department meetings are held during these times. Teachers are encouraged by the administration to observe their peers for the most effective teaching methods and styles. Paraprofessionals are assigned to classrooms as needed for student support. Specific subject area consultants have been utilized to assist teachers in best and most effective methods of teaching.

Effective Leadership: The district staff assures the schools that its leadership is up to date on all areas necessary. The district developed a district leadership team which all principals and assistant principals are members. The finance director, transportation director, Title One

director, professional learning coordinator, technology director, Nutrition director and Exceptional Student Education director are all members of the team. The team meets bi-monthly to discuss areas of concern as well as issues throughout the system. At these meetings, ways to most successfully implement improvement are decided upon. The district superintendent allows any member to openly “bring to the table” concerns that need discussion.

Reference

Byrk, A. S., Bender-Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.