



# TOP-2

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

Hillsborough County Public Schools  
Miles Elementary

*Due-October 1*

## 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](mailto: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
Miles Elementary/ 293041

### 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.**

FSA Proficiency Percentages (School years 18-19/17-18/16-17)

	ELA Prof	ELA Gains	ELA BQ	Math Prof	Math Gains	Math BQ	Science	Social Studies	Accel	Grade %
District	55/54/53	55/54/54	43/42/42	56/56/55	57/57/56	44/44/42	56/56/54	72/70/72	82/83/84	60/59/58
Miles	29/31/30	46/47/43	45/44/49	26/34/32	36/45/57	33/36/63	31/39/26			35/39/43

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### iReady Percent Scoring At or Above Grade Level, Spring 2019

	iReady Reading Gr 3	iReady Reading Gr 4	iReady Reading Gr 5	iReady Math Gr 3	iReady Math Gr 4	iReady Math Gr 5
District	44	35	39	41	46	39
Miles	20	14	9	15	19	15

### Early Warning System Data (School years 18-19/17-18)

	Average Daily Attendance 18-19/17-18	% Incidents resulting in OSS 18-19/17-18	Attendance Above 90% 18-19	% with Zero Suspensions 18-19	Passed all ELA and Math courses attempted
District			85	91	80
Miles	92.7/92.3	28.1/23.8	76	92	

Teacher Climate Data – Teachers utilized a new survey this year. Only one year of data will be shown. Results show as percentage of positive responses.

	Time	Facilities & Resources	Community Support & Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	PD	Instructional Practices and Support	Restorative Practices and School Environment
District	69	82	84	77	82	82	85	87	90
Miles	No data currently available.								

Student and Parent Climate Data – Results shown as percentage of positive responses.

	Student Survey			Parent Survey				
	I feel safe at school. 18-19/17-18	My teachers help me stay on track to reach my goals. 18-19	I am proud to attend this school. 18-19/17-18	My concerns are addressed in a timely manner. 18-19/17-18	I am encouraged to be involved in my student's learning. 18-19/17-18	Teachers require students to work hard. 18-19/17-18	I fell welcome at this school. 18-19/17-18	My student is safe at this school. 18-19/17-18
District Elementary	75/75	86	79/81	76/85 7%/10% Response Rate (RR)	77/87	84/89	81/88	82/87
District Secondary	56/52	60	55/55					
Miles	66/71	89	76/79	64/88 3%/4% RR	70/95	64/93	80/88	80/93

**Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented. Identify strategies that have not resulted in improvement. What will be done differently?**

Much of our work is guided by our partnership with the University of Virginia (UVA). The HCPS partnership with UVA has impacted our way of work with schools, especially as it relates to high need schools. UVA is assisting us, through leadership development, to improve school systems and conditions through four main levers of change. These levers are: Leadership, Differentiated Support and Accountability, Talent Management, and Instructional Infrastructure. Our way of work has been impacted through the strengthening of strategies that have shown success, as well as adopting new strategies to address areas in need of improvement.

**LEADERSHIP** - Systems require that will and capacity to prioritize what is necessary to improve the lives of children they serve and present a clear vision for the path ahead.

### *Turnaround Leadership Pathways Principal Pipeline*

A recent study of principal pipelines by the RAND Corporation found that after three or more years, schools with newly placed principals in pipeline districts outperformed comparison schools academically (6.22 percentile points in reading and 2.87 percentile points in math). Additionally, principal pipelines supported increased principal retention. RAND reported that districts with principal pipelines had almost eight fewer losses for every 100 newly placed principals than other districts in the state with no pipeline. Hillsborough County Public Schools was one of the districts included in the study. RAND noted that “**we found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on student achievement.**” The study results also elaborated on the disruptive impacts of principal turnover – disruptive to teachers, students, and budgets.

Hillsborough County’s Turnaround Leadership Pathways (TLP) sets the stage for school success. Our TLP program is designed to train and develop teachers and leaders who will work in our high-need schools, centered on the core belief that leadership is the key lever for change in schools and sets the foundation. This strategic staffing initiative prides a targeted preparation and support program for leaders of high-need schools.

The HCPS TLP focuses on developing teachers and developing administrators. Hillsborough County has developed partnerships with the University of South Florida and the University of Tampa to support the TLP initiative. We have partnered with the University of Tampa to prepare instructional staff for leadership in high-need schools through a master’s degree program with a focus on high-need schools. We have partnered with the University of South Florida, and the Wallace Foundation, to prepare administrators for leadership in turnaround schools through an educational specialist degree in educational leadership, with an emphasis on leadership in turnaround schools.

**DIFFERENTIATED SUPPORT AND ACCOUNTABILITY** - System leaders must provide schools with the capacity-building, support, accountability, and flexibility needed to achieve urgent change.

### *Achievement Schools Initiative*

Achievement Schools receive unprecedented support in our district, leveling the playing field for students. These schools receive intense district level support and resources, and are staffed by experienced, effective teachers and leaders. Fifty schools have been identified, and are divided into five Small Learning Networks.

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These schools have been selected based on past performance data, and will remain a part of the initiative until three straight grades of “C” have been earned.

During the 18-19 school year, 26 of our Achievement Schools were identified for DA, with 19 of those schools implementing a Turnaround Plan. This year, the number of Achievement Schools identified for DA has been reduced to 22, with 12 of those implementing a Turnaround Plan.

Stakeholder commitment and involvement has been a priority. Stakeholder groups meet regularly, and remain in direct contact with individual schools as well as district leadership. Stakeholder groups include parents, students, teachers, community members, and HCPS administrators.

**TALENT MANAGEMENT** - Creating an environment for success requires having the right people in place to carry out the work.

### *Spark*

The Spark initiative is a newly designed program to provide teachers with additional incentives to work in our Achievement Schools. Teachers will earn bonus pay ranging from \$3,600 to \$7,500 annually. An additional \$4,500 will be offered to teachers with National Board Certification. Teachers in Achievement Schools can now also received discounted before and after school care through our HOST program.

### *HR Hiring Practices*

HCPS hiring practices continue to be updated and revised to support all high-need schools. VAM scores are continually tracked, and predictions are utilized to help schools make informed staffing decisions. In an effort to fill all positions, new strategies have been put in place. New talent is being attracted through a variety of methods, including targeted recruiting efforts, early job fairs, streamlined application and hiring processes, and the new Spark Teacher Incentive program. Additionally, schools are now provided with additional teacher units to allow for “over” hiring. It is believed that this effort will reduce vacancies related to natural attrition and movement of teachers related to VAM scores.

**INSTRUCTIONAL INFRASTRUCTURE** - A core component involves data-driven instruction to create an evidence-based approach to better serve students. This includes a high-quality curriculum.

### *Classroom Libraries focused on diversity*

The Division of Teaching and Learning has provided for all classrooms exemplar classroom libraries that contain quality reading material with an emphasis on reflecting the diversity of our study body. These libraries contain reading materials reflecting the rigor of the Florida Standards and are organized into classroom library sets uniquely designed for HCPS. Hollie (2015) notes that one challenge in infusing culturally responsive text into academic literacy instruction is what he terms, “slim pickins.” Hollie writes that “a good culturally authentic book is hard to find.” These classroom libraries, and the selections they contain, are an effort to provide students with access to quality, culturally relevant texts that support rigorous language arts instruction.

### *Literacy*

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HCPS has embraced several initiatives designed to increase literacy and ELA proficiency. Those initiatives are described below, and include a curriculum audit, a district advisory team, an Achievement Schools literacy plan, and programs selected for supplemental supports.

HCPS has contracted with the Public Consulting Group, Inc. (PCG) to complete an ELA curriculum audit, including an overview of student performance, a review of current literacy practices and programmatic strengths, and areas for improvement at the district level. PCG will complete a document and data review and will also gather data from stakeholder surveys, interviews, and focus groups. The audit will include the written curriculum as well as assessments and taught curriculum. The audit began in May, and is scheduled to be completed by the end of December, 2019. Results of this audit will guide future efforts.

HCPS has also formed a District Literacy Advisory Team, consisting of a variety of stakeholders, including district level employees, principals, teachers, parents, volunteer organizations, and public service organizations. The purpose of this group is to support literacy community-wide. The vision of the District Literacy Advisory Team is to prepare students of all ages to be literate members of society. The goal is for 80% of third graders to score a Level 3 on FSA ELA by 2023. The Team has several workgroups, including Leadership, Early Literacy, Parent and Community Involvement, Student Engagement and Motivation, Teacher Practice, and Media Literacy/Technology.

HCPS is also focused on improving literacy in Achievement Schools by addressing and strengthening time and scheduling, core instruction, supplemental supports and interventions, and planning. Our new Achievement Schools Literacy Program includes 120 minutes of reading, 60 minutes of writing, and 60-90 minutes of math. Every student will be on a data-driven achievement plan with the goal of having every student on grade level by the end of the school year. Instruction will be driven by common curriculum maps (scope and sequence), and assessments. Teachers will be provided with common times for planning. District content coaches will support schools, and all school based coaches will receive additional professional development around coaching and supporting teachers.

A pilot program will be implemented in Achievement Schools utilizing **EL Education** (Expeditionary Learning). EL Education is a national K-12 nonprofit delivering a new vision for education with the needed resources. EL Education is currently working with over 260,000 students in over 550 schools in 35 states. The K-2 curriculum offers two hours per day of content-based literacy, plus one hour of structured phonics. Phonics instruction is an evidence-based approach, with a .54 effect size as reported by Fisher, Frey, & Hattie (2016). The 3-5 curriculum offers two hours of content-based literacy instruction per day with an additional time for Life Science. EL Education is founded on three dimensions of student achievement: mastery of knowledge and skills, character, and high-quality work. The EL curriculum includes support for differentiation, providing supports and resources for students with disabilities as well as English Language Learners (ELLs). A study conducted by Mathematica Policy Research (utilizing i3 grant funds) indicated that students, supported by teachers using EL Curriculum and participating in aligned professional development, outperformed their district peers – for all subgroups (Black, Latinx, White, economically disadvantaged, special needs). The study further indicated that gains made were sustainable. Results of this pilot will guide future expansion and implementation efforts.

Phonics and phonemic awareness will be addressed at all Achievement Schools through the implementation of supplemental programs: **Blast Foundations Program** for K and 1 and **Words Their Way** for all 2-5 classrooms. The Blast Foundations Program was piloted last year in two Achievement Schools with the support of the HCPS Elementary Reading Department. This hands-on, multi-sensory program aligned with Florida Standards, and helped students develop foundations to support life-long reading. Words Their Way

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has been utilized in HCPS, again with the support of the HCPS Elementary Reading Department. This supplemental program focuses on phonics, spelling, and vocabulary. Instruction is aligned with the five developmental stages of spelling: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations.

**iReady** and **iLAFS** will be utilized in every classroom. The research base for iReady and iLAFS has been clearly illustrated, and iReady formative testing is closely correlated with FSA performance. **Discovery Streaming** will provide students access to multi-media and additional engaging texts, and will provide teachers access to collaboration. Discovery Streaming is a comprehensive and supplemental digital service that builds students' mastery in interpreting, understanding, and evaluating information across all subject areas. Students can access a variety of digital assets including images, primary source documents, podcasts, oral interviews, books on tape, articles, videos, and more. **Leveled Literacy Intervention (LLI)** will be implemented to support extended learning opportunities. LLI is a short-term intervention that provides daily, intensive, small-group instruction, supplementing classroom literacy teaching. HCPS has utilized this reading intervention successfully in targeted high-need schools. Extended learning teachers (tutors) will be provided through the district office. Week-long training will be provided to all vetted tutors who will begin pushing into schools by week two.

### **ADDITIONAL STRATEGIES**

#### ***Parent/Community Liaison***

A unit specifically defined as a Parent and Community Liaison has been created to support high need schools. The purpose of the Parent Liaison is to empower families to become collaborative, effective advocates for their child, and to promote academic and social success in school and within the community. As reported by Hattie, parent involvement has an effect size of .49, within the top influencers of academic achievement. Bryk's research on school improvement defines parent involvement as one of five essential elements. Our schools are supported by the HCPS Parent and Family Engagement Team in their efforts to improve collaboration between the school and the families/communities they serve.

#### ***Stakeholder Involvement***

The HCPS Literacy Advisory Team is comprised representatives from a variety of stakeholders groups (see above). The purpose of this group is to engage stakeholders to support literacy community-wide. One sub-group of this Team is solely devoted to Parent and Community Involvement, focused on increasing engagement around the concept of literacy for all. This includes stressing the importance of literacy as well as providing information on how various stakeholders can support literacy.

Stakeholder commitment and involvement has been a priority for our Achievement Schools as well. Stakeholder groups meet regularly, and remain in direct contact with individual schools as well as district leadership. Stakeholder groups include parents, students, teachers, community members, and HCPS administrators.

## Implementation Plan

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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)
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.**

#### **Accountable and Shared Leadership**

The state and district leadership teams make regular visits to the campus. Classrooms are walked, staff and students are interviewed, and action plans are made. Follow up visits occur to monitor the implementation of the action plans. Monthly small group meetings take place with principals from similar schools. Topics are discussed and plans are made during these meetings.

Teachers attend content planning sessions as required. Follow up occurs to monitor the implementation of the planning sessions. Student data is tracked by teacher via data walls and changes to supports are made based upon the data. The district has a formal evaluation system in place, part of which entails professional growth and collaboration activities. Additionally, the staff has been divided among administration and a non-evaluative feedback system is in place. Each teacher receives information on an area they are being successful and an area for growth. The areas for growth are tracked through a system in OneNote. Additionally, the resource teachers communicate with administration regarding the areas of support each teacher is being supported on. Admin follows up on these areas of support during regular walkthroughs. Additionally, regular common assessments are delivered to students which informs instruction. For example, we facilitate math-specific data chats following each monthly math assessment. These chats take place with each student but each teacher also has a data chat. Action plans are created as a result of these data chats.

Leadership is shared through several ways. One AP is currently handling scheduling while another is currently handling outside requests, such as parent inquiries. The principal visits each teacher classroom multiple times throughout the week. One AP primarily focuses on ELA classrooms and the other focuses on Math/Science classrooms. This pattern is followed as well when meetings involve ELA or M/S specific planning sessions and data chats. The principal assigns teacher observations to both AP's after walkthroughs, informal observations, and ILT meetings take place. An admin representative attends each meeting on campus, such as PBIS, PSLT, or ILT.

#### **Standards-based Instruction and Learning (for student and adult learners)**

ELA-We are building teacher capacity in Standards Based Planning by holding grade level planning sessions. These sessions are structured with a Standards focus and cover planning for all learners including different subgroups and how to hold them accountable during Shared Reading, Independent Reading, and Independent Work Time. We use the Achievement Level Descriptors to guide student responses and planning for individualized learning. This allows for teachers to plan for their students to be engaged throughout the



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Reading Block. Teachers are able to follow up with a Coaching Cycle, Modeling, Co-teaching, and planning for Guided Reading and Conferencing in Writing, Data, and Independent Reading. Fourth and Fifth grade teachers are given an opportunity weekly for creating and planning for Sequential Sets and to discuss trends and next steps in student writing.

Team Planning is also based on common assessment data and district data. Teachers are able to collaborate to plan for grade, class, and student success. Students are also given the opportunity to track and own their data in their data folders. Using this data, we plan Professional Development, PLCs, and Vertical PLCs where all of Intermediate teachers can meet in a group and all of the Primary teachers can meet in a group to collaborate and plan instruction that will set the students up for success.

We are planning for Content Literacy by aligning with the Science calendar and connecting and integrating Writing throughout all components in the Literacy Block. There will be a cross content vocabulary Professional Development in October to address needs for all students in all contents, especially English Language Learners.

Math: We facilitate separate weekly math planning sessions for grades 3, 4, and 5 and bi-weekly planning sessions for grades 1 and 2. All math teachers attend these sessions regularly but if the session is missed, the teacher schedules time to meet with me separately. At planning, we break down the standards to examine what our expected learning outcomes will be and how learning will be measured daily through formative assessments as well as long term through the common monthly assessments. We facilitate math-specific data chats following each monthly math assessment. Math coaches assist teachers in holding data chats with their students to measure progress toward mastery of grade level Mathematics Florida Standards. Math coaches lead coaching cycles with teachers to focus on particular content or implementation of best practices including modeling how to monitor students' progress toward mastering standards and how to respond to students' varying needs. Professional development occurs through coaching sessions, data analysis sessions, vertical PLCs, grade level math planning sessions, and after school workshops.

Science- The teachers are engaged weekly in coaching, planning, professional development, and lesson planning. Second through Fifth grade teachers have regular planning sessions where we plan instruction, break down the standards, and engage in understanding the content as adults. We uncover the misconceptions adult learners have as teachers prior to teaching the students. These planning sessions happen weekly as documented in the planning notes. We follow up during the week by planning coaching cycles and co-teaching lessons, working in the STEM Lab, creating lessons, performance tasks, and enhancing instruction by incorporating new tools such as iPads, digital platforms, makerspaces, solar cars, LEGO Education, StemScopes, and MTSS in science.

At the beginning of the school year we had a team of teachers from grades 3-5 analyze our data vertically and align curriculum maps with our ELA, make instructional calendars to allow for cyclical review in fifth grade based on the EOY from fourth grade, and provide opportunities in MTSS to review content that needs support. Teachers helped design these alignments, create the calendars and put the common assessment dates and professional development on the calendars.

Teachers in ELA and Science then had the opportunity to share in many professional developments together for StemScopes and online learning platform, Science A-Z digital literacy resources, Cross Content Vocabulary Training, Literacy Design Collaborative's in 3-5, MTSS based Science, and design challenges. This helped with the engagement of teachers.

We are tracking students with common assessments in 3-5. With our adjusted curriculum maps we have common assessments days that are held true to keep everyone on calendar. Students take these 15 question mini assessments that are modeled after their End of the Year Assessments, they then are given an

opportunity to have a data chat, and they then track their growth. We hold these Data Chats with both the teachers and the students after each assessment.

As we progress monitor, we utilize scenario based claim, evidence reasoning probes, student notebooks, lab reports and informal assessments to guide our lesson planning. Many classes use one to one devices, to access the online resources we have in science.

### **Positive Culture and Environment.**

#### **Behavior management plan:**

The support lends for proactive and not reactive instructional approaches to teaching and improving social behaviors. When implemented with fidelity, PBIS evidence-based strategies and systems will encourage improvement in a school's culture/climate, increase the safety of students on campus, help students become better learners, and make better choices while decreasing the problem behavior.

**Positive Behavior Intervention Support (PBIS)** is a **behavior** management system used to understand what maintains an individual's challenging **behavior**. When inappropriate behavior is continuously manifested, it becomes challenging to unlearn what is now functional, because it serves a purpose for the individual. These **behaviors** are supported by reinforcement in the environment. A comprehensive Positive Behavior Intervention Support Plan includes a range of intervention strategies that are designed to prevent the problem behavior while **teaching socially appropriate alternative behaviors** in variety of settings.

**CHAMPs classroom management system helps to** establish clear classroom **behavior** expectations with logical and fair responses to misbehavior. It helps to develop an instructional structure that encourages students to be responsible, motivated learners and maintains a high level of student engagement. The system promotes a classroom of **learners** who are **focused, attentive** and **responsible** when completing work and following the classroom system. The acronym CHAMPS reflects the “categories” or types of expectations that the teacher needs to clarify for students regarding each major activity or transition that occurs in your classroom.

#### **Social and Emotional Learning:**

We utilize the Second Step program which promotes:

- School Success
- School connectedness
- Safe and respectful school climate

By directly teaching students social and emotional skills, it strengthens their ability to:

- Learn
- Have Empathy
- Manage emotions
- Solve problems

#### **Positive Cultural**

#### **MILES HOUSE SYSTEM:**

To promote a school wide community, building and cooperation among students throughout grade levels, each student will be welcomed and sorted into one of the four houses within the school (House of Motivation,

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House of Integrity, House of Leadership, House of Excellence and House of Success). The students will participate in house activities and engage in character education lessons related to their house theme.

We peak students' interests by having staff members hold a 30 minute club at the end of the week, such as Robotic Clubs, Brain Games, Girls on the Run, and others based on demonstrated student interest.

We implement PBIS by holding various events and affording the students the opportunity to earn Miles Money for demonstrating school-wide expectations.

We have an FSA Challenge where teams of staff work with teams of student to provide tailored support to small groups of students with content knowledge, as well as build or re-build relationships between staff and students.

We offer a Mentoring program which links staff with tier #2 behavioral students to make a positive impact on their academics and behavior.

ACT Now: Start with hello is part of Sandy Hook Promise. Act now is a district initiative to help be proactive with mental health concerns and is connected with Florida Senate bill 7026. In older grades, middle school and high school, suicide is mentioned in the Act now presentations; however, in elementary school we discuss proactive factors, risk factors and warning signs in order to best communicate a sensitive topic with fourth and fifth grade students. Peers, being the most important part of a protective factor to other peers, are given clear-cut steps to take in order to assist if they hear another person mention wanting to harm themselves via text, social media, Verbally etc. The A stands for acknowledge, the C stands for care, And the T stands for tell someone immediately. It also discusses those who are able to assist at home as well as at school, complete with photos of the people who are there for them in case they can not go to his or her preferred person.

MVP- Character Education (Each month students/teacher select one student in their classroom who demonstrated the character trait for the month.)

We participate in Red Ribbon week with students to spread the message to “Stay Drug Free” and October anti bullying month. Each classroom will be receiving a classroom guidance lesson that is connected with anti-bullying month and the lesson will be specific to each particular grade level. Second step will be utilized for kindergarten through third and pieces of second step will be combined with a Kahoots lesson for fourth and fifth graders that discern the difference between being rude, mean or bullying. After students are given the pre-assessment through Kahoots in fourth and fifth grade they will be provided with scenarios to help build conversations with their peers to help discern the difference between rude mean and bullying. This will be coupled with cyber bullying so we can discuss social media and how it brings about a unique advanced level to bullying.

In addition to that we will have our red ribbon week which we discuss not only drug prevention but also incorporate bullying prevention as well. We will have a banner for all of our students to sign, promising to stay drug-free and free from bullying others, anti-drug and anti-bullying pledge via the Morning Show, and each day will have a specific theme that students can participate in such as “shut the door on drugs” where students can decorate their door and the winning doors will be given red velvet cupcakes and a token ordered through the red ribbon catalog.

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Also on the morning show we will discuss bullying all month using videos, books and “what would you do” scenarios.

### Parent/community Liaison

To help track attendance, teachers were provided a letter to send home when they feel a student’s absences are becoming an issue. It mentions the importance of attending school to be academically successful and how the school is willing to support the families with any barriers they may be experiencing.

- Transportation help
- Providing gas cards
- Uniform assistance
- Help provide financial assistance
- New student orientation- Provide parents with local resources
- Peer mediators assist with new student orientation

### Part B.

HCPS has met all of the following assurances, as outlined in the TOP-1.

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:**

Reflection upon the data and indicated within the SIP, our 5 highest priority areas are:

1. Math BQ gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
2. 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
3. Math Gains - this component was low 2 years in a row after being very high in 2017. We had 2.5 math coaches then which allowed for much more content training for teachers and coaching cycles, due to the size of our staff.
4. Math Performance - Our performance was climbing every year up until 2019, but due to the drops in gains, a focus on Math performance is logical.
5. ELL performance in all components - ELL students struggled this year.
6. ELA Gains - our students' ability to read directly affect their performance in Science and Math. As a school, our ELA has come up considerably over the past 3 years, but were stagnant last year.

With that in mind, our first area of focus is to create a culture of student engagement and learning. Our second area of focus is to create a safe and positive schoolwide culture amongst all stakeholders.

The actions and statements within the SIP are the primary drivers for all the action steps listed within the TOP-2 document. The strategies discussed within each content area in this document were selected because they primarily address the two school areas of focus. The action steps addressed within the SIP create steps

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that when completed, advance the school priorities. Furthermore, the strategies listed within this document serve as our efforts to address the barriers outlined within the SIP.

### **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.
  
- 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

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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.

#### **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.**

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

iReady will be utilized to support Florida Standards instruction in both ELA and Mathematics. 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 add iReady and Ready Mathematics, as well as the online Teacher Tools to support continued growth in Mathematics. Bryan will also be more fully utilizing Kagan collaborative learning strategies.

i-Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for ESSA Level 3 evidence, qualifying these programs for School Improvement funding. Hillsborough County has relied on the FSA Linking Study to support the continued use of iReady.

Kagan strategies are supported by a plethora of research, with positive outcomes linked to academic achievement, critical thinking, character, social skills, emotional intelligence, and support for diversity. Wong (2014) described cooperative learning as a “bully buster” because of its reliance on cooperation and pro-social behaviors. Kagan strategies have also been linked to a closing of the achievement gap.

### **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.**

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:

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

We will continue our 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. FSA and ESSA subgroup data will further help to inform our efforts at closing achievement gaps.

### **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 event, inviting and recruiting 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 continue to implement a model new to HCPS last year, 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, 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



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

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.” Throughout the year, the Area Superintendent serves as the main point of contact for allocation of additional supports for individual schools. Area Superintendents meet regularly as they align their work and problem-solve around issues and barriers.

### **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 an effort 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 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

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

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

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

#### Leaders

X 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.

X 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.

X 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

X The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

X 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.

X 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.

X 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.**

Principal Josh Hodges was appointed to Miles Elementary on August 21, 2019. He previously served as principal at Essrig Elementary from 2013-2019, which served a population made up mostly of Hispanic students. He moved Essrig Elementary from a school grade of “C” to an “A”, then remained a consistent “B” in his remaining three years. He also served at Woodbridge Elementary, a mostly Hispanic population Title 1 school. The school moved from a “B” to an “A” and remained an “A” for the next 4 years.

- From 2015-Current
  - Students proficient in ELA averaged 61%
  - Students making a year’s worth of growth in ELA averaged 58%
  - Students proficient in Math averaged 61%
  - Students making a year’s worth of growth in Math averaged 62%
  - Students proficient in Science averaged 66%

**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.**

As stated above, Josh Hodges moved Essrig Elementary from a “C” to an “A” as principal, and as an Assistant Principal moved Woodbridge Elementary, a Title I school serving mostly Hispanic students from a “B” to an “A”. The population of Miles is similar to the population at Woodbridge.

Assistant Principal Tracy Crothers was retained. She began at Miles Elementary on April 3, 2016. Her previous turnaround experience includes a tenure as Assistant Principal at McDonald Elementary during which the school moved from a C to an A. She has also served as an Academic Coach for Elementary Reading. Six of the ten schools for which she provided support made significant gains and moved from a

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

D or an F to a C or higher. She has previously been a District Resource Teacher for Elementary Reading and was a member of the literacy team that supported the implementation of LAFS over a four-year period.

Assistant Principal Teresa Bode was appointed to Miles Elementary on July 15, 2019. It is her first assignment as Assistant Principal. She previously worked at Tampa Bay Boulevard Elementary, a Title 1 school, for ten years. She later supported ten Title 1 schools as an Academic Coach.

Action Steps - As an administrative team we plan the following steps to reach success-Attend team planning sessions for all content areas, provide evaluative and non-evaluative feedback to all teachers on staff, support MTSS Walk to Success implementation for grades 3 – 5 including teaching groups, monitor data and participate in data discussions for grades 3 - 5, identify and allocate additional support such as ELL and ESE resources based on data and needs, coordinate professional development opportunities in the area of ELL literacy skills and intervention resources, participate in weekly PSLT meetings, mentor students, and coordinate community/family events.

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

Reading coach Paul Malberg was retained at Miles Elementary for the 2019-2020 school year. His tenure at Miles began as a Teacher Talent Developer (TTD) in August 2016 and served in that role until June 2018 building capacity with teachers across grade levels with the added responsibility of providing direct instruction in Reading and Writing to third grade students at Miles Elementary each day. He served as Reading Resource Teacher at Miles during the 2018-2019 school year and is currently serving as Reading Coach at Miles.

From August 2012- July 2015, he served as a Team Leader of School Improvement Specialists in the Southwest Region of Florida. These experiences provided him with the opportunity to support low-performing schools in Hernando and Pasco County Public Schools. As a team, they had an overall success rate of 70% in partnering with schools to improve their school grade by at least one letter grade from one school year to the next.

Reading Coach Kathryn Musser was the Reading Coach at Essrig and joined the Miles staff with Mr. Hodges on 8/26 due to the success she had moving individual student scores, motivating ELA teachers to plan and collaborate as teams, and moving ELA scores to reflect gains in proficiency. She has met all of the staff members and reviewed their individual data. She is currently the mentor for the other site based Reading Coach Paul Malberg. Together they have sorted the teachers in order of need, class needs, and type of support. As a teacher, she has vast classroom experience with teaching English Language Learners. From years 2012-2017 she was a teacher at Tampa Bay Boulevard Elementary and worked very closely with the ELL Resource to make gains with all of her students at varying levels of language acquisition. Many of the teachers she has planned with have expressed a level of discomfort in teaching effectively for ELL learners. She has begun incorporating ELL strategies in the team planning sessions. She plans on using Coaching Cycles, Modeling, Co-teaching, Professional Development, and strategies learned from her personal professional development to add knowledge to the teachers, so that they can better serve their students.

Writing resource teacher Stacy Duncan joined Miles Elementary School in August 2016. Previously she worked at a "STAR" school from 2009-2014 (McDonald Elementary School) and she worked as a District Resource Teacher for the Elementary Writing Department in which she supported high needs schools from 2014-2016. During her time at Miles as a Writing Resource Teacher, she has provided modeled

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

instruction, coaching cycles, co-teach models, Professional Development opportunities, PLCs, and daily student conferencing.

Math resource teacher Shelley Fritz started at Miles Elementary as a math coach in the fall of 2016 when it was an F for consecutive years. The first year she was at Miles, we increased our math gains considerably and earned a C rating for 2017. She was retained and is in her fourth year at Miles. Steps she has taken to reach success and to best support teachers include prioritizing the 36 math teachers based on student data in the form of FSA scores, IReady data, monthly math assessment data, and student performance in daily lessons as measured by formative assessment pieces used during class. She continues to upgrade her knowledge base and coaching skills by participating in PLCs with other math coaches, attending trainings for math coaches, and attending extensive training over the summers and fall for Cognitively Guided Instruction. She successfully completed FLA and has a Master's degree in Educational Leadership. Before coming to Miles Elementary in 2016, she worked with the Elementary Math Department as a Math District Resource Teacher and gained 12 years of experience in working with schools to turn around instruction.

Math resource teacher Amber Casey joined Miles staff on 9/30/19. She completed the 13 Professional Leadership modules to promote leaders in our schools. In 2017, she helped to increase a Title 1 school, Twin Lakes Elementary, in math achievement points and the school moved from a D to a C. She led grade level planning sessions, data breakdown sessions, and instructed small groups. She continues to attend professional development offered by the district.

Science resource teacher Michele Wiehagen was retained. She was a member of the faculty when Miles moved from an F to a C. She was previously in a District Resource Teacher role with Title I. Primarily turnaround schools fell under the Title I umbrella allowing her to see many models of successful turnaround schools by being partners with them in their journey from a district support level position. As a district science coach, many schools did not have a school based science coach so she would have to act as the school based coach doing many of the duties she currently does here at Miles; pulling small groups, hosting planning sessions, supporting teachers in professional growth and content.

**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.

RAND reported that districts with principal pipelines had almost eight fewer losses for every 100 newly placed principals than other districts in the state with no pipeline. Hillsborough County Public Schools was one of the districts included in the study. RAND noted that “**we found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on student achievement.**” The study results also elaborated on the disruptive impacts of principal turnover – disruptive to teachers, students, and budgets.

**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 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

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

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 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 to make progress with our most vulnerable students. Continuous progress monitoring, under the supervision of Area Superintendents, will provide a solid data base from which to make decisions about the capacity of the 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 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 event, inviting and recruiting 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 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. The new Spark initiative offers financial incentives for effective and highly effective teachers that commit to teaching in our high need schools.

**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. We have put in place additional units at our high need schools so that principals can “over” hire, thereby reducing the impact of natural attrition. Additionally, 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. There is a plan in place that addresses utilization of these “over-hired” teachers across all DA schools to fill 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, now under the Spark initiative. 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 the Spark initiative. 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.

### **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 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-need schools 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. Letters and personal outreach efforts have targeted HE and E rated teachers from across the district. The implementation of the SPARK District Incentive Program is encouraging highly effective teachers to move into the highest-needs schools to make a positive impact on student learning.

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

Miles has 4 teachers rated Needs Improvement which is at 10 %, which is below the district average. All 4 teachers with NI are receiving weekly coaching from on-site academic coaches. There were 5 unsatisfactory teachers, three have been re-assigned and are no longer on the rosters. This leaves two remaining on campus at 10.5% which is below the district average. They will also receive weekly coaching from on-site academic coaches.

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

N/A

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

The vacancies are currently being filled by Resident Educators while we are looking for certified instructional personnel.

<b>STATE VAM DATA- School % Compared to District and State%</b>				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	10	4	2
School %	0	52.63	10	
District %	16	54	15	14
State %				

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

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Dr. Whitnee Shaffer
<b>Contact information: email, phone number</b>
<a href="mailto:whitnee.shaffer@sdhc.k12.fl.us">whitnee.shaffer@sdhc.k12.fl.us</a> , 813-273-7191
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
September 30, 2019
<b>Superintendent signature (or authorized representative)</b>