TOP-2

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

Hillsborough County
Adams Middle School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective December 19, 2019

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

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Adams Middle School / 0041

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. Transformational 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.

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Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

Adams Middle School conducts a Comprehensive Needs Assessment (CNA) each year as part of a continuous improvement model. Adams assessments included an analysis of student performance, stakeholder feedback, historical data, and site visits focusing on leadership, instruction, and culture.

Student Performance was analyzed by reviewing current trend data by subgroup, school, and region. Data sources included Florida Standards Assessment (FSA), End of Course assessments, district-developed quarterly checks, and transformational network protocol matrixes.

School Culture Data in Review

Stakeholder data collected includes staff and family responses to TNTP Insight Survey. The team responded to 9 categories, and families responded to 6 categories. Each year the data is analyzed for areas of success and growth. This data is factored into a school-based action plan for the year. More information on the Insight Survey - https://tntp.org/teacher-talent-toolbox/insight-survey.

Top 3 Strengths:
Professional Development
Evaluation
Instructional Planning for Student Growth

Top 3 Areas for Growth:
Peer Culture
Academic Opportunity
Diversity, Equity and Inclusion

To ensure effective implementation of standards and benchmarks and to monitor teacher facilitation, the district uses the Four Principals of Effective Instruction. In reviewing the Four Principals for Effective Instruction, Adams aligned standards-based learning with core subjects' culture of learning, rigorous content, academic ownership, and demonstration of learning. With site-based expertise, the Transformation Network and Regional Superintendents gained insight into the school's unique needs and improvement efforts. The school identified two vital areas of focus using this tool to create instructional priorities and will monitor the implementation of those priorities throughout the year.

Academic Data in Review

In order to ensure effective standards-based instruction teachers will plan and deliver lessons that are 100% aligned to grade level content and standards through a 3-phase approach. Phase 1 of the instructional priority will require instructional staff to engage in standards analysis and the intentional planning of lessons by breaking down the standard. Phase 2 will have school administration consistently developing teachers in the implementation process of PLC's "teaching the teacher", in order to identify effective instructional strategies. Instructional staff will engage in Phase 3 of PLC's by reviewing summative and formative data to adjust instruction and student groupings based on performance through progress monitoring.
School leaders will frequently monitor instruction and provide feedback and opportunities for development using the 5 by 5 model in which 5 classroom observations occur all 5 days of the week. Adams MS has also established a PLC cycle which includes professional development opportunities. PD opportunities are targeted and based on teacher need as determined by feedback from administrative observations.
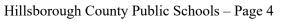
The results of the CNA helped identify root causes and support needed to increase student achievement at Adams Middle School. This CNA, along with the SIP and quarterly reviews, indicates a need for improvement in academics, support services, and multiple subgroups, as noted in the summarization below:

Subject / Content	Grade(s)	2022 Actual Outcomes	2023 Projected Outcomes
ELA Achievement	6-8	26%	*35%*
Math Achievement	6-8	24%	*35%*
Science	6-8	21%	41%
Civics	6-8	38%	*50%*
ELA Learning Gains	6-8	38%	60%
Math Learning Gains	6-8	37%	55%
ELA Lowest 25%	6-8	27%	41%
Math Lowest 25%	6-8	49%	60%
Acceleration	6-8	63%	70%
Attendance total population @ or above 15+ absences	6-8	39%	< 25%

Current SY Data Analysis Overview

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS Percent of Students									
Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24	49	50	29	50	51	28	53	54
ELA Learning Gains	38	53	0	37	49	0	34	52	54
ELA Lowest 25th Percentile	27	41	0	29	36	0	33	47	47
Math Achievement	21	50	53	25	48	50	33	58	59
Math Learning Gains	37	60	0	34	43	0	44	57	57
Math Lowest 25th Percentile	49	51	0	43	36	0	40	52	51
Science Achievement	21	43	45	23	42	45	26	47	48
Social Studies Achievement	38	70.5	67	38	64	63	31	68	70

Historical Data Analysis Overview

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS Percent of Students								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	17	33	18	12	25	39	11	38	0
ELL	23	39	27	21	34	46	13	44	45
BLK	17	30	29	11	26	38	11	31	0
HSP	26	40	23	25	39	54	21	41	63
MUL	32	25	0	40	44	0	0	0	0
WHT	49	44	0	40	49	0	36	41	82
FRL	25	38	30	22	35	50	18	37	61

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS Percent of Students								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	15	25	18	11	30	40	9	23	0
ELL	19	38	33	17	32	38	12	30	0
ASN	79	85	0	64	43	0	0	0	0
BLK	17	28	27	16	33	47	20	28	0
HSP	28	39	33	24	33	39	16	38	78
MUL	41	33	0	55	57	0	33	0	0
WHT	42	37	0	35	33	50	38	53	73
FRL	27	35	28	23	33	42	22	36	72

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS Percent of Students									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	12	27	26	15	39	41	16	16	0
ELL	13	31	37	23	38	37	6	16	0
ASN	60	69	0	80	77	0	0	0	0
BLK	16	25	31	15	32	34	9	21	59
HSP	30	37	35	38	47	41	29	33	64
MUL	30	35	0	48	52	0	27	0	0
WHT	37	38	22	42	51	47	46	42	60
FRL	27	33	32	32	43	40	25	31	66

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

Adams Leadership Team established means to improve school performance. The team and instructional staff will use evidence-based strategies https://ies.ed.gov/ncee/wwc/FWW/Index to guide actions and next steps per ESSA.

The CAT recommends multiple school improvement variables to enhance learning gains in the identified core courses (ELA, Math, Civics & Science):

- Assigned a regional superintendent with a smaller network allowing weekly support visits to include a team of district content coaches to support standards and curriculum implementation.
- The district initiated incentive bonuses to recruit and retain talented effective and highly effective teachers.
- Formative observation and feedback cycles will inform teachers' ongoing PD (Professional Development) and coaching support.
- Monitor and measure alignment to content standards within lesson planning, implementation, practice, and assessments in all core areas.
- Assigned a school-based Reading Coach, Math Coach, and Success Coach to provide job-embedded support to teachers and students.
- Individualized coaching plans will be developed and monitored for all NI/U teachers to support effectiveness and retention. The school administration will review these plans weekly and follow up with observation cycles and feedback.
- Hold weekly leadership team meetings to review qualitative and quantitative data for both instruction and climate.

- Intentional 6-week assessments for all core subjects to monitor the implementation of standards and student retention of standards and benchmarks.
- The school leadership team will monitor the implementation and follow through of subject area professional development tied to instructional implications.
- Strategic actions include extended learning programs, common planning protocols, and targeted small group instruction for tier 2 and 3 students.
- Will utilize Penda Science as an intervention to support students with the mastery of science standards.
- Use iReady and MTSS (Multi-Tiered System of Supports) course performance to cycle 100% of students 100% of the time, to compare diagnostic measures and district baseline with core curriculum beginning of the year, mid-year, and end-of-year assessments.
- Strategically selected to participate in the district's CCEIS (Comprehensive Coordinated Early Intervening Services) state initiative. This includes dedicated personnel to support the MTSS B systems on campus.
- Recipient of the Meteor Media Center Refresh project worth over a half-million dollars for a full renovation of the media center to revitalize the school and build school pride in the community.
- Implementing PBIS (Positive Behavioral Interventions and Supports) and Restorative practices to engage students and encourage attendance.
- Integrating SEL (Social Emotional Learning) daily into the lunch block to help teachers connect to students and build healthy relationships.
- Chamberlain Alliance, a committed community organization, will assist with the extended learning program: mentoring, tutoring, and student incentives/recognition to growth in data and performance.
- The CAT monitoring timeline for ELA, Math, Civics and Science will align with monthly meetings and be closely analyzed per the state-assigned progress monitoring schedule:
- PM 1 = 8/15 - 9/30
- PM 2 = 11/5 - 1/27
- PM 3 = 5/1 - 6/1
- Recommendations for attendance from the CAT reflect ways to motivate and improve student achievement. Adams Community Partner and The Chamberlain Alliance have agreed to sponsor ways to address the multi-tiered support system (MTSS) for attendance. The following strategic action is as follows:
- MTSS Team Intervention = 5+ absences, skipping, truancy and tardies monitored every two weeks.
- Interventions include restorative practices, parent contact, referral, conferences, home visits, small group student services teams, and mentorship.
- Adams will reduce behavioral related incidents and suspensions by 10%.
- Recognitions for improving or sustaining attendance include but are not limited to medals, certificates, and points toward the PBIS store.
- Adams will reduce absenteeism by 15%.

Identify strategies that have not resulted in improvement. What will be done differently?
The bottom quartile in ELA and Math for the 21-22 SY did not increase or move, with cause indicators showing three to four vacancies within core instruction. The CAT recognized that the systemic issues had possible instructional implications with planning, delivering, and student/teacher accountability.

Science core curriculum alignment shows gaps in the anticipated learning scales to the actual outcome. We are measuring assessment alignments to state accountability to ensure that classroom instruction, labs, and work samples are on grade level. Will obtain targeted support from the district's Curriculum and Instruction Science Supervisor for a strategic school plan for Adams in the absence of a science coach.

Attendance is another factor the CAT identifies as a cause indicator for poor performance. We will continue to analyze data, including historical percentages to current trends from the following types of absences: unexcused, excused, jail, court date (DJJ), foster care, and mobility.

Implementation Plan

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

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
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.

The district-managed turnaround plan utilizes assessment results that coincide with evidence-based strategies and align with instructional leadership practices and protocols. Developing leadership capacity among all school community members through Leverage Leadership 2.0. Therefore, Adams Middle School has taken the following steps to ensure accountability where leadership is community shared:

Adams MS has leveraged leadership throughout the school community and built capacity within its staff. The principal at Adams has distributed leadership using Subject Area Leads, Team Leads, Assistant Principals, MTSS/RTI leads, and Instructional Coaches, who each own specific aspects of the school. The leadership team has weekly standing meetings to establish touchpoints and communicate areas of instructional and climate-based successes and needs. Each Administrator oversees specific instructional content (ESE, Science, Social Studies/Civics, Math, ELA, Reading, ELL) to provide feedback and increase instructional practices. Administrators also oversee non-academic content (attendance, behavior, social-emotional learning, and community connections) to provide interventions to improve student learning opportunities.

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Standards-based Instruction and Learning for Adams Middle School include (IR) Instructional Reviews and Look for Protocols using Four Principles of Excellent Instruction. This includes actional planning aligned to student achievement, professional development, shared leadership, and sustainable instructional practices.

- Adams Middle School collects trend data using the Transformation Network's Four Principles phased progression look-for document.
- Adams MS conducts administrative walk-throughs using the 5 x 5 model to norm instructional look-for and best practices.
- Adams MS has specific and targeted professional development sessions monthly aligned to instructional observations and feedback to promote teacher growth.
- Adams MS has identified student achievement levels and planned for Tiered instructional practices to ensure that Tier 2 & 3 students receive additional services to address academic deficits.
- Adams MS participates in a 3-phase PLC practice that addresses intentional planning, instructional reflection and feedback, and data-informed analysis. This 3-phase approach occurs weekly and is staggered to ensure continuity.
- Adams MS has narrowed the focus of student assessments to use bi-weekly formative checks to support planning, quarterly summative assessments to support targeted student grouping and instruction, and tri-annual progress monitoring checks to monitor student performance towards school goals.

To build a sense of community, Adams uses a distributive leadership model focusing on social, cultural, and emotional cognitive and conative supports to build academic expertise for all students. A core team of teachers and administrators from the district and site-based experts engage in professional learning throughout the year. The core team works with a broader school team to personalize and implement practices based on school and community needs.

Starting in 2022, Adams will be partnered with Frameworks of Tampa Bay for a three-year partnership on Community Building Sessions starting with 6th Graders.

Community Building Sessions™ (CBS) is a foundational/Tier-1, structured, social, and emotional learning (SEL) program designed by Frameworks for all ages to enhance classroom culture through building positive relationships and sense of community.

When CBS is implemented with fidelity, common results include:

- An increased sense of community where students feel they belong and are significant members of the group
- Instruction and reinforcement of positive relationship-building skills
- Promotion of social skills through sharing, active listening, participation, and cooperation

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Through the School Advisory Council, stakeholders can reflect on implementation and determine steps to develop a positive culture and environment that is further enhanced through the school and district programs in the following ways:

- Hold weekly MTSS meetings to support their most vulnerable student populations.
- Employ a fully staffed MTSS team to support over 100 students who have been identified through multiple warning indicators.
- Facilitate monthly school culture community meetings to review school-wide Tier 1 expectations.
- Implement a Tier 1 school-wide incentive system to support students and provide check-in services to Tier 2 and Tier 3 students.
- Conduct daily Social-Emotional Learning lessons in classrooms and has adjusted its daily schedule to implement these lessons at the time of day that is most impactful.
- Establish a SAC to involve parents/guardians and community members to problem solve and support the school's improved performance.

Explain the correlation between the Schoolwide 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.
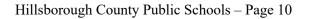
Correlation between SIP and TOP-2:

The school S.I.P. Plan and TOP 2 Plan focus on the same instructional priorities. Consistency in strategies that positively impact student learning will allow for concentrated efforts on professional learning, data analysis processes, and district support.

Implementation of new B.E.S.T. standards through:
Standards-based instructional strategies
Small Group Instructional Framework
Common Planning protocols focus on building teacher content knowledge

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

   Adams is part of Hillsborough County Schools Transformation Network. Each school in the network is allocated school-based instructional units for coach positions. Adams has a Literacy Coach, Math Coach, and Student Success Coach allowing full support for teachers and students for both instruction and climate. The school leadership team meets weekly to discuss weekly goals that tie to quarterly goals. This includes plans for observation and feedback, professional learning, and coaching. The district support team consisting of a Region Superintendent, Literacy Coach, Math coach, Science coach, and RtI coach meets with the school team weekly to co-create the weekly action steps and to monitor the implementation of the agreed-upon actions. Coaches will help school-based with executing common planning and helping to build teacher content knowledge. The region superintendent will provide explicit support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent will

also conduct bi-weekly learning walks to monitor the instructional environment, including plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis with action planning, professional learning for targeted groups, and school-wide professional development.

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, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science, and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies, and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.

2. Explain how the district allows for flexibility in areas such as staffing, scheduling, and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies, and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
6. 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.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. 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

1. The district support team, consisting of a region superintendent, Literacy Coach, Math coach, Science coach, and RtI coach, meet with the school team weekly to co-create the weekly action steps and to monitor the implementation of the agreed-upon actions. Coaches will help school-based with executing common planning and helping to build teacher content knowledge. The region superintendent will provide direct support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent will also conduct bi-weekly learning walks to monitor the instructional environment, including plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis and action planning, and professional learning for groups and school-wide development.

2. Adams completed a Comprehensive Needs Assessment in February using the most current state and district data and climate survey data. Based on the data, the school leadership team created a plan to support academic achievement concerning staffing, budgeting of federal funds, and resource allocation. During this time, decisions addressed additional coaching staff to support teachers and students along with programmatic adds to support instruction or climate. Adams focuses on Social Emotional Learning in addition to core instruction to work on the environment and engagement of students. The principal implemented an 8-period day to allow for daily embedded S.E.L. time for students. This was a school-based decision to continue its efforts on school climate.

3. H.C.P.S. is district-managed for core curriculum. As part of the state adoption process and in alignment with the What Works Clearing House, the district adopted McGraw-Hill Study Sync for Reading and E.L.A., Ed Gems for Math, Gateway for Civics, and Pearson Realize for Science.

Each subject has a district supervisor that creates district curriculum and pacing guides that directly connect the B.E.S.T. Standards and district progress monitoring assessments, allowing schools to track data on both the standards and curriculum implementation.

4. I-Ready, a state-approved intervention and resource, is used for remediation and enrichment in both E.L.A. and Math. The school has access to I-Ready's teacher toolbox for small group lesson support and will use Standards Mastery as a tool to monitor student proficiency with the new standards. The school also has access to Achieve 3000 to allow for additional on-grade level reading opportunities to include Level Set assessments throughout the year to progress monitor growth via Lexile Levels. Penda Science supports close to or proficient students during instructional Science minutes.

5. The school will participate in the state's Progress Monitoring assessments through the Florida Assessment of Student Thinking (F.A.S.T.) Assessments. The school will also take the I-Ready diagnostic three times and district assessments by subject for data triangulation with respect to standards achievement. The school also participates in bi-weekly mastery checks to intentionally plan instruction aligned to standards. These mastery checks are used throughout the school's P.L.C. process to reflect on the effectiveness of instructional practices and ensure that instruction is aligned with content standards.

6. Based on the progress monitoring data analysis, the region team will determine if additional teacher development is needed to master content and add additional instructional minutes on a Saturday for students not progressing on a continuum. Community support will also be leveraged for mentoring and tutoring opportunities for students.

7. The district provides all curriculum resources and support for instruction. Teachers are provided paid professional learning opportunities in the summer to unpack and internalize curriculum materials with content district experts. The Transformation Network district team offers weekly support to district content coaches who work with teachers on planning and instruction. A school psychologist and social worker are assigned to the school to support student's social and emotional needs and RtI implementation.

8. N/A

9. The district practice for allowing programmatic adds will have to be reviewed for Adams. There needs to be consideration for the population of students in the community. At this time, unit allocation is a basic formula for all schools based on FTE. Schools like Adams need an additional layer of programmatic attractors to recruit high-performing students and highly qualified teachers.

10. Each week the district Region team will meet with the school's administrative and leadership team to review weekly goals, monitor standards-based aligned instruction, and support teacher development as needed. There will also be data-analysis reviews in coordination with the F.A.S.T. assessments and other district assessments to create action plans for groups of students. Extended Learning Plan (E.L.P.) dollars will be leveraged to provide additional time on standards in critical subject areas.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

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

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) 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 SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

☒ The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

☒ 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.

☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

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

1. Nishira Mitchell, Principal, was hired on April 8, 2019, and will remain for the 2022-23 school year pending approval. Prior to becoming a principal, she was a successful Assistant Principal for Curriculum in a high school setting. The Assistant Principals successfully completed the district's assistant principal's pipeline program and have prior experience in Title 1, turnaround schools.

The district's decision to maintain leadership is based on three categories:

- instructional leadership/evaluation process ·
- performance of students (data both instructional and emotional)
- community climate & culture

2. The administrative team took on one of the district's most challenged middle schools in the Spring of 2019. The demographics of the community shifted with many parents choosing other options for middle school over the last 5 years. Since the pandemic, the administrative team has positively changed the school's culture and has garnered support from strong community advocacy groups. All administrators have prior experience in Title 1 schools and deeply understand the community they serve.
3. Each year the principal can restructure the leadership team. This year, a new math coach was hired to support teachers. Last school year, a new reading coach was hired and maintained the position for the 2022-2023 school year.
4. The district offers monetary incentives to administrators as well as certified, highly qualified teachers to attract them to our turnaround schools over and beyond district salary.
5. The Transformation Network teams work with and contract out national leaders in turnaround. This includes former superintendents from across the country to provide leadership strategies for turnaround. All P.D. is then integrated into our network way of work for continuity across our systems.
6. The principal and a school-based hiring team have the flexibility to hold interviews and select candidates that best meet the needs of the school. Once final selections are made, those names are provided to the Region Superintendent for review.

7. The Superintendent reserves the right to identify and select new administrators if the existing leaders do not progress toward school grade improvement.

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

1. The district advertises vacancies on the district portal and select social media sites. The district incentivized additional pay for schools in the Transformation Network as an attractor. We use this as a hiring strategy when posting vacancies online and on the district portal. During the district Spring transfer period, Adams had a two-week jump start on hiring candidates to their site. Interviewing candidates is done at the school site, and processing is handled at the district level. Once an employee is hired, they are bound to a 1 –year commitment per our MOU.

2. In the event of vacancies, school-based coaches fill in for vacancies, or the class is split between the other certified staff until hiring the next candidate.

3. The district offers additional pay for effective, highly qualified teachers. We strategically call it additional pay as we require other duties as assigned (i.e., weekly common planning and professional development) as part of the hiring agreement. At UNISIG schools, we take advantage of state teacher incentives.

4. District VAM is utilized for our incentive pay, not state VAM, as we seek to attract all grades and all subjects of highly effective, highly qualified staff.

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 SI 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?

We have sent a recruitment team to state, county, and district Hiring Fairs. We designed a flyer for individual schools and district to recruit staff. We use social media platforms like LinkedIn, Indeed, etc. Adams also maintains social media accounts so that prospective teachers can get a glimpse into the school culture.

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

This year with teacher shortages, we did not reassign any teachers with NI/U state VAM for fear that replacements are not readily available. HCPS Classroom Teacher Association does not approve the movement of teachers without consent to another school. All NI/U Vam teachers have school-based coaching plans monitored by the Region Team and BSI Team.

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

N/A

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

Not all vacancies are filled. Current vacancies are posted, and full-time subs have been deployed to support the instructional environment.

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

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	8	4	1
School %	13.3%	53.3%	26.7%	6.7%
District %	13.24%	67.44%	11.70%	7.61%

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Acknowledgement

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

Name and title of person responsible for completing and submission of the TOP-2
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Date submitted to the Bureau of School Improvement (due October 1)
10/4/2022
Superintendent signature (or authorized representative)