

STATE BOARD OF EDUCATION

Action Item

July 18, 2018

SUBJECT: Review of Turnaround Option Plans for School District of Hillsborough County

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Hillsborough has three schools that requires a new turnaround plan:

- Sheehy Elementary School
- Foster Elementary School
- Oak Park Elementary School

Supporting Documentation Included: Turnaround Option Plans for Sheehy, Foster and Oak Park Elementary Schools, and District response letter. Contract with External Operator (under separate cover)

Invited Presenters: Jeff Eakins, Superintendent, Hillsborough County Public Schools; Sally Harris, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Julio Nazario-Valle, Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2

Hillsborough County Public Schools

Sheehy Elementary School

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

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290051 – Sheehy Elementary School

External Operator

Part I: Needs Assessment

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

HCPS has identified Sheehy Elementary School as one in need of turnaround support, intervention, and opportunity for success. The identified school is characterized by consistent low performance as defined by the State of Florida, s. 1008.34, F.S. The District wishes to enter into a contract with a turnaround or education management organization to operate the school, following established District policies and procedures for contracting with an External Operator.

The External Operator will assume authority for decision making based on a comprehensive needs assessment conducted in partnership with HCPS (to include time, budget, and program); in particular, the External Operator:

1. Will work in partnership with HCPS to develop criteria for determining the best candidates for school administrators. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district. The best candidates, as determined by the criteria co-developed with the External Operator, will be utilized to fill each school's administrative positions.
2. Support the principal in hiring and recruiting teachers and have responsibility for bringing in a meaningful cohort of instructional staff. Only Effective and Highly Effective teachers will remain at the school. Only Effective and Highly Effective teachers will be hired to fill vacancies at the school. Effective and Highly Effective teachers will be determined as defined by the district's approved evaluation system, as provided for in the Turnaround Option Plan Phase 1 selection of External Operator, Assurance 3: The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.
3. Provide core academic and student support services directly or align the services of other program and support partners, who are on sub contracts with the External Operator, and build internal capacity within the school and by extension, the District.
4. Have an embedded, consistent, and intense relationship with the school during the turnaround period.

Before any work is begun, the External Operator will complete a thorough needs assessment in partnership with HCPS. The comprehensive needs assessment will include classroom observation data, interview data, and historical data.

The most current school data is shown below. This data includes both school grade data and survey data from teachers, students, and parents.

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Overall student demographics will also be included, providing information on free/reduced price lunch (including the direct certification rate), ESE student population, ELL population, and homeless population. A final report will be produced from the findings. The inclusion of school data, classroom observations, and interviews will provide a comprehensive profile of the school. The purpose of these reports is to provide a comprehensive picture of the school from which to begin discussions and problem solving with the External Operator.

School Data

Effective Leadership

	2015-16	2016-17
School Leadership TELL*	62.5	72.5
My principal cares about me SCP** students	93.8	90.0
My principal is an effective leader SCP** parents	88.5	93.3

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey

Public and Collaborative Teaching

	2015-16	2016-17
Teacher Leadership TELL*	73.5	73.5
Professional Development TELL*	83.5	78.4
Time (for collaboration, planning, and instruction) TELL*	66.5	69.6

*Teaching Empowering Leading and Learning Survey - % agreement

Ambitious Instruction

	2015-16	2016-17
1 st Gr Reading – Stanford 10	46*	26*
1 st Gr Math – Stanford 10	37*	22*
2 nd Gr Reading – Stanford 10	32*	23*
2 nd Gr Math – Stanford 10	31*	20*
3 rd Gr Reading Comp – Stanford 10	39*	31*
3 rd Gr FSA ELA	3+ 31%	3+ 29%
3 rd Gr FSA Math	3+ 30%	3+ 15%
4 th Gr FSA ELA	3+ 25%	3+ 26%
4 th Gr FSA Math	3+ 29%	3+ 27%
5 th Gr FSA ELA	3+ 41%	3+ 29%
5 th Gr FSA Math	3+ 29%	3+ 17%
5 th Gr SSA Science	3+ 31%	3+ 15%
Instructional Practices and Support TELL**	78.9	78.5

*Mean National Percentile Rank

**Teaching Empowering Leading and Learning Survey - % agreement

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Teacher Evaluation Data-2016-2017 HCPS Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning & Preparation	2%	42%	56%	1%
Domain 2 The Classroom Environment	5%	26%	68%	2%
Domain 3 Instruction	0%	52%	47%	0%
Domain 4 Professional Responsibilities	2%	23%	64%	11%

Hillsborough County Public Schools (HCPS) has an approved Student Performance Measure with FLDOE that meets all statute requirements. Although HCPS has an approved method for calculating VAM, our district has complied with the state's request to provide the school-level teacher information to the Bureau of School Improvement when needed to match State VAM scores.

Safe and Supportive Environment

	2015-16	2016-17
% of Students 90%+ Attendance	84%	79%
% of Students with 0 Suspensions	96%	95%
Managing Student Conduct*	46.4	56.5
I have a mentor or someone who helps me succeed**	70.4	71.6

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey (students)

Family and Community Engagement

	2015-16	2016-17
The school is supported by the community**	82.8	80.0
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	72.9	75.9
Students are encouraged to participate in school and community events**	88.0	89.7
Overall Community Support & Involvement*	67.2	63.8

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey (parents)

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

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The External Operator was chosen for Sheehy Elementary. After a critical needs assessment and a strong focus on the school's decrease in performance points, a dynamic approach to school improvement may be what is needed if Sheehy is unable to move to a school grade of "C." The District, Area Superintendent, and Leadership Team will continue to progress monitor student performance, teacher effectiveness, and principal impact. Additional support will be provided to allow growth opportunities based on performance data and trends observed.

Part II: Implementation Plan

A. Areas of Assurance

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

Assurance 1: Contracting with External Organization

Assurance 2: Selecting a Successful Organization

Assurance 3: Instructional Staff

District Capacity and Support

Should it be necessary under the law, HCPS will seek to partner with an External Operator capable of achieving dramatic, fundamental improvement in student achievement and school culture. HCPS will enter into a contract with a school turnaround organization utilizing a contract that addresses leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other areas deemed necessary following a comprehensive needs assessment. The district will select an organization with successful record of providing support to high-poverty, low-performing schools. Members from the HCPS Business team will develop the RFQ (with input from various stakeholders including the CAT), negotiate the contract language, and seek School Board approval of a contract as described above. The HCPS Area Superintendents, under the guidance of the Chief of Schools, will work with the External Operator to develop action steps and ensure compliance with contracted obligations.

To dramatically improve student achievement for both short-term and long-term success the External Operator must:

- increase operational efficiency of the partner school(s); and
- manage and support all or part of the partner school's operations; and
- abide by the terms of the contract and school guidelines; and
- collaborate with the HCPS management team for the partner school(s); and
- provide a high quality educational environment to HCPS students within the partner school(s); and
- meet objectives, goals, and deliverables for the partner school(s) as established by the partnership; and
- abide by applicable local, state, and federal spending guidelines, practices, and laws for use of public funds; and
- abide by applicable local, state, and federal guidelines for supporting unique populations (English language learners, exceptional education students, gifted students, homeless students, etc.); and
- support the needs of all students.

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School level support is provided by the Area Superintendent and the Area Leadership Team under the guidance of the Chief of Schools. The Area Leadership Team includes the following members: Principal Coach, ESE Supervisor, Elementary Generalist, Professional Development Liaison, and Human Resource Partner. Specific content and job embedded curriculum support is provided by area On-the-Ground Coaches in ELA and math. The goal of the Area Leadership Team is to support the Area Superintendent in providing differentiated supports to principals in his/her area, and to support all schools. Support will be focused on schools in turnaround, while also making sure to provide the supports necessary for all schools to be successful. The Area Superintendents are part of the Superintendent's staff, with the responsibility to focus on school turnaround as well as the success of all schools in their assigned areas. Area Superintendents will be held accountable for helping their assigned principals to set, monitor, and achieve high academic achievement for all students and for setting challenging goals based on student outcomes.

HCPS fully expects that this structure will seamlessly support the efforts of the External Operator, and that it is through this structure that the External Operator will seek and be provided assistance and support from the district.

School Capacity

Administrators

The Area Leadership Team supports the principal and site-based instructional leadership team as they develop a focus, create an action plan, implement next steps, progress monitor, revise, and reflect on the progress of plan. The principal frequently collaborates with similar school populations, schools with different populations, and the Area Leadership Team.

HCPS will work with the contracted External Operator to determine the best fit for administrators at the school site. Criteria for determining the best candidates for school administrators will be co-developed by HCPS and the External Operator. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district.

HCPS has several programs in place to support the development of turnaround leaders, and is fully committed to continuing these practices in partnership with an External Operator:

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-needs 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.

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Recruiting Aspiring Leaders to teach in 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. This spring, approximately 109 experienced teachers with proven records of success transferred to a high-needs school during the two-week transfer period. They joined 210 other experienced teachers currently already working in one of the 50 high-needs schools in Hillsborough County who committed to remaining at their high-needs site for the 2017-18 school year.

Educators

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the six turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

In addition to the Area Leadership Team, the district is shifting to local autonomy to support the specific needs of the school site. The Area Superintendent and Area Leadership Team provide direct support. The principal works collaboratively with the Area Leadership Team, but also specifically with the Title I office to utilize their Title I budget to provide additional layers of support that reflects their needs assessment. The personnel include content coaches, guidance counselors, psychologists, and social workers, all of whom provide students with the resources they need to be successful. The process through which school level capacity is built includes unit and personnel analysis, establishment of a consistent problem solving process, and progress monitoring. Cross divisional collaboration occurs with the basic allocation of units, analysis of the effectiveness of personnel, and the building of a supportive structure with additional units and services.

Only Effective and Highly Effective teachers will remain at the school. Only Effective and Highly Effective teachers will be hired to fill vacancies at the school. Effective and Highly Effective teachers will be determined as defined by the district’s approved evaluation system, as provided for in External Operator, Assurance 3: The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

HCPS will continue to verify that no teacher rated as Unsatisfactory based on state VAM is moved into a school in turnaround status. Each TOP 2 school will show a decrease in the percentage of NI/U teachers according to state VAM, allowing these percentages to be closely aligned to the district average.

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HCPS promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. By helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits. It is important to support teacher development in two main ways, through both job-embedded professional development and evaluation.

1. **Job-embedded Professional Development:** The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning. HCPS will rely on the External Operator to support the school and teachers by providing quality professional development, aligned to the needs of overall needs of the school, the students, the individual needs of the teachers, and the instructional program.
2. **Evaluation:** The evaluation of teacher performance should be based on multiple measures of effectiveness. By considering input from student achievement data and observations, one can gain a more comprehensive picture of teacher practice. This helps to achieve a fair and substantive evaluation. This process can also improve one's ability to support student growth by capturing and implementing best practices from outstanding teachers.

The Teacher Induction Program (TIP) is a state-mandated two-year induction program that includes specific professional development training and activities. What's different for teachers new to HCPS is that teachers with less than six months of teaching experience are assigned a fully released mentor. HCPS has an entire cadre of fully released mentors, assigned to assist all new teachers for their first two years in the district. These mentors do not evaluate their mentees, they simply guide and support. New teachers and mentors work with the New Teacher Center Formative Assessment System (FAS), a set of tools that helps to identify accomplishments and challenges during the first two years of teaching. Although the FAS tools can help focus new teachers and mentors as they work together, many factors will influence their collaboration. The mentor's knowledge, experience, and growing relationship with the mentee will help support professional areas for growth, as well as to support students' academic needs. The FAS tools provide a mentee and mentor with important information which will systematically guide the advancement of instructional practice. Mentors are assigned by the General Manager of Performance Evaluation. It is in this pairing that special care is taken to match mentors with experience in high-needs settings to any new teachers in turnaround schools. We are committed to continuing this practice in partnership with an External Operator.

HCPS is dedicated to continuing this practice in partnership with the External Operator.

Continued Efforts to Recruit and Retain Educators

The External Operator will support the principal in hiring and recruiting teachers and has responsibility for bringing in a meaningful cohort of instructional staff. We expect to partner with our External Operator to expand our efforts to recruit and retain the best teachers for our highest needs schools. HCPS will

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continue with programs already in place, and build upon them based on the efforts and advice of our External Operator. Any lessons learned will be generalized to benefit the district as a whole.

B. Areas of Focus

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

- 1. Assessments
- 2. Instructional Programs (*Curriculum and Instruction*)
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

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

As stated in TOP Phase 1, the contract with the External Operator must address leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other area identified during the development of the comprehensive needs assessment. Of those things listed, assessments, instructional programs, and school leadership are included in B. Areas of Focus and will be addressed below.

Assessments

HCPS utilizes a wide-ranging set of assessments aligned to Florida standards and utilized for routine progress monitoring. All HCPS Formative assessments (see chart below) have been, and are continually, evaluated. HCPS formative assessments were developed to mimic FSA assessments. All are strongly correlated to Florida standards, and they all are both reliable and valid measures. HCPS also provides an item analysis when the formatives are scored, aligned to individual standards. The External Operator may choose to utilize these assessments or may choose to utilize a unique set of assessments. However, it is important to understand that some of the assessments are tied to district VAM measures that impact teacher effectiveness ratings and salaries. The External Operator will be held accountable for quarterly progress monitoring with regards to student achievement as well as early warning systems indicators (course failure, attendance, behavior). Assessments utilized must be aligned to Florida standards and to the curriculum and instructional programs utilized. Teachers must be supported by the External Operator with any professional development necessary. It is an expectation that all state required assessments will remain in place, as well as those assessments that are part of graduation requirements, and that all of those assessments will be administered with fidelity and in accordance with all state requirements.

District Assessment	Testing Windows		
FLKRS Kindergarten	August 10-October 2		
KRT Kindergarten	August 22-October 20		
FAIR-FS	August 23-October 10	November 15-January 23	March 19-May 21
Grades 1 and 2 Standardized Tests		March 27-28	
Grade 3 Portfolio Testing		April 4	July 10

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iReady reading diagnostic	August 14-October 10	November 27-February 16	March 19-May 25
Elementary Math Formative	August 10-September 8	January 12-February 8	
Elementary Reading Formative	September 25-October 6	November 27-December 8	
Elementary Science Formative	August 14-August 25	December 18-January 12	May 7-May 18
Elementary Writing Formative	October 10-October 17	January 10-January 17	
Art, Music, PE, Dance		April 30-May 25	

Instructional Programs

The Office of Teaching and Learning provides support for teachers through professional development and use of best practices to grow successful learners, and in the implementation of the Florida standards to ensure students receive rigorous, relevant, and meaningful experiences. The Office provides a variety of services to its stakeholders, including training administrators and teachers, development of instructional and assessment resources, on site student and teacher support, and the facilitation of parent and community sessions. They collaborate with teachers to plan instruction based on students’ needs, monitor progress, and determine interventions/enrichment opportunities with the goal of ensuring that all students excel and thrive as successful, lifelong, independent learners. District personnel emphasize best practices designed to support all students as they travel along the path to graduation.

There are adopted instructional materials available for use in all subject areas. In addition, The Office of Teaching and Learning has created supporting curriculum planning guides, standards-based planning templates, pacing guides, planning support tools, instructional guides, lesson ideas, supplemental resources, and model lessons.

The Exceptional Student Education (ESE) Department provides support and services to students with disabilities (SWD) who are eligible for special education services. The ESE Department supports the District in processes related to identification, evaluation, determination, placement, and the provision of a free appropriate public education to SWD. Each area office has an ESE support team which offers support and assistance to school staff and parents to help ensure that parents have the opportunity to be a partner in the educational decisions made regarding their child, and that they are afforded the procedural safeguards to which they are entitled.

English Language Learners in HCPS represent over 180 countries and over 160 languages/dialects. In order to ensure that all of our ELL students become contributing members of a global society HCPS provides them with access to academic content this is equal in scope, sequence, breadth, and depth to the curricular offerings available to all students. HCPS provides native language psychological, social, and guidance services as well as interpreters and translators. Schools are staffed with native language paraprofessionals and resource teachers who utilize a variety of instructional strategies, materials, and accommodations to teach students to speak, read, and write in English.

All of these services and supports provide assistance to the Area Superintendents and their Area Leadership Teams as they identify strengths and areas in need of additional support at the schools with which they work.

The External Operator may choose to engage with HCPS programs already in place, or may choose to implement unique programs. All instructional programs must align with the Florida standards. Teachers must be supported by the External Operator with appropriate professional development. Assessments utilized must be aligned to the Florida standards, curriculum, and instructional programs utilized.

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School Leadership

HCPS will work with the contracted External Operator to determine the best fit for administrators at the school site. Criteria for determining the best candidates for school administrators will be co-developed by HCPS and the External Operator. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district. It is an expectation that school leaders will be provided ongoing professional development by the External Operator.

HCPS has several programs in place to support the development of turnaround leaders, and is fully committed to continuing these practices in partnership with an External Operator. Please see above for full descriptions.



Turnaround Option Plan – Phase 2

Hillsborough County Public Schools

Foster Elementary School

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291481 – Foster Elementary School

External Operator

Part I: Needs Assessment

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

HCPS has identified Foster Elementary School as one in need of turnaround support, intervention, and opportunity for success. The identified school is characterized by consistent low performance as defined by the State of Florida, s. 1008.34, F.S. The District wishes to enter into a contract with a turnaround or education management organization to operate the school, following established District policies and procedures for contracting with an External Operator.

The External Operator will assume authority for decision making based on a comprehensive needs assessment conducted in partnership with HCPS (to include time, budget, and program); in particular, the External Operator:

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4. Have an embedded, consistent, and intense relationship with the school during the turnaround period.

Before any work is begun, the External Operator will complete a thorough needs assessment in partnership with HCPS. The comprehensive needs assessment will include classroom observation data, interview data, and historical data.

The most current school data is shown below. This data includes both school grade data and survey data from teachers, students, and parents.

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Overall student demographics will also be included, providing information on free/reduced price lunch (including the direct certification rate), ESE student population, ELL population, and homeless population. A final report will be produced from the findings. The inclusion of school data, classroom observations, and interviews will provide a comprehensive profile of the school. The purpose of these reports is to provide a comprehensive picture of the school from which to begin discussions and problem solving with the External Operator.

School Data

Effective Leadership

	2015-16	2016-17
School Leadership TELL*	88.4	86.1
My principal cares about me SCP** students	79.4	Not Available
My principal is an effective leader SCP** parents	81.8	72.7

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey

Public and Collaborative Teaching

	2015-16	2016-17
Teacher Leadership TELL*	89.6	84.7
Professional Development TELL*	92.3	92.0
Time (for collaboration, planning, and instruction) TELL*	72.7	78.0

*Teaching Empowering Leading and Learning Survey - % agreement

Ambitious Instruction

	2015-16	2016-17
1 st Gr Reading Stanford 10	51*	43*
1 st Gr Math Stanford 10	31*	30*
2 nd Gr Reading Stanford 10	34*	30*
2 nd Gr Math Stanford 10	32*	23*
3 rd Gr Reading Comp Stanford 10	38*	43*
3 rd Gr FSA ELA	3+ 38%	3+ 44%
3 rd Gr FSA Math	3+ 43%	3+ 41%
4 th Gr FSA ELA	3+ 27%	3+ 37%
4 th Gr FSA Math	3+ 30%	3+ 28%
5 th Gr FSA ELA	3+ 31%	3+ 18%
5 th Gr FSA Math	3+ 30%	3+ 21%
5 th Gr SSA Science	3+ 35%	3+ 21%
Instructional Practices and Support TELL**	86.9	88.7

*Mean National Percentile Rank

** Teaching Empowering Leading and Learning Survey - % agreement

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Teacher Evaluation Data-2016-2017 HCPS Teacher Evaluations

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning & Preparation	0	14%	83%	4%
Domain 2 The Classroom Environment	0	11%	83%	6%
Domain 3 Instruction	0	30%	67%	3%
Domain 4 Professional Responsibilities	0	4%	93%	3%

Hillsborough County Public Schools (HCPS) has an approved Student Performance Measure with FLDOE that meets all statute requirements. Although HCPS has an approved method for calculating VAM, our district has complied with the state's request to provide the school-level teacher information to the Bureau of School Improvement when needed to match State VAM scores.

Safe and Supportive Environment

	2015-16	2016-17
% of Students 90%+ Attendance	78%	86%
% of Students with 0 Suspensions	98%	98%
Managing Student Conduct*	85.3	88.3
I have a mentor or someone who helps me succeed**	62.0	Not Available

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey (students)

Family and Community Engagement

	2015-16	2016-17
The school is supported by the community**	85.5	72.9
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	83.0	67.7
Students are encouraged to participate in school and community events**	83.9	76.6
Overall Community Support & Involvement*	76.9	78.3

*Teaching Empowering Leading and Learning Survey- % agreement

**School Climate and Perception Survey (parents)

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

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During the 2016-17 school year, Foster Elementary scored 2 percentage points away from a “C” grade. The principal is currently enrolled in the Ed.S Turnaround Principal Leadership Program (described in detail below) and is demonstrating growth as an instructional leader. However, should Foster fail to earn a “C” grade, the External Operator Option was chosen to help guide continued school improvement and to help increase student performance. With collaboration and with district support, the external operator could provide additional guidance and a more direct focus on teacher effectiveness and expertise to impact student learning.

Part II: Implementation Plan

A. Areas of Assurance

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

Assurance 1: Contracting with External Organization

Assurance 2: Selecting a Successful Organization

Assurance 3: Instructional Staff

District Capacity and Support

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To dramatically improve student achievement for both short-term and long-term success the External Operator must:

- increase operational efficiency of the partner school(s); and
- manage and support all or part of the partner school's operations; and
- abide by the terms of the contract and school guidelines; and
- collaborate with the HCPS management team for the partner school(s); and
- provide a high quality educational environment to HCPS students within the partner school(s); and
- meet objectives, goals, and deliverables for the partner school(s) as established by the partnership; and
- abide by applicable local, state, and federal spending guidelines, practices, and laws for use of public funds; and
- abide by applicable local, state, and federal guidelines for supporting unique populations (English language learners, exceptional education students, gifted students, homeless students, etc.); and
- support the needs of all students.

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School level support is provided by the Area Superintendent and the Area Leadership Team under the guidance of the Chief of Schools. The Area Leadership Team includes the following members: Principal Coach, ESE Supervisor, Elementary Generalist, Professional Development Liaison, and Human Resource Partner. Specific content and job embedded curriculum support is provided by area On-the-Ground Coaches in ELA and math. The goal of the Area Leadership Team is to support the Area Superintendent in providing differentiated supports to principals in his/her area, and to support all schools. Support will be focused on schools in turnaround, while also making sure to provide the supports necessary for all schools to be successful. The Area Superintendents are part of the Superintendent's staff, with the responsibility to focus on school turnaround as well as the success of all schools in their assigned areas. Area Superintendents will be held accountable for helping their assigned principals to set, monitor, and achieve high academic achievement for all students and for setting challenging goals based on student outcomes.

HCPS fully expects that this structure will seamlessly support the efforts of the External Operator, and that it is through this structure that the External Operator will seek and be provided assistance and support from the district.

School Capacity

Administrators

The Principal is enrolled in the Ed.S Turnaround Leadership Program through USF and Hillsborough County Public Schools and will continue to participate throughout the school year.

The principal seeks support from colleagues in the EDS Turnaround Leadership Program via professional learning communities. She also seeks support from colleagues within our district, Area Leadership Team, and the Area Principal Coach as needed.

The Area Leadership Team support principals and site-based instructional leadership teams develop a focus, create an action plan, implement next steps, progress monitoring, revise, and reflect on the progress of plan. The principal frequently collaborates with similar school populations, schools with different populations, and the Area Leadership Team.

HCPS will work with the contracted External Operator to determine the best fit for administrators at the school site. Criteria for determining the best candidates for school administrators will be co-developed by HCPS and the External Operator. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district.

HCPS has several programs in place to support the development of turnaround leaders, and is fully committed to continuing these practices in partnership with an External Operator:

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-needs school.

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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.

Administrators/Educators

Recruiting Aspiring Leaders to teach in 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. This spring, approximately 109 experienced teachers with proven records of success transferred to a high-needs school during the two-week transfer period. They joined 210 other experienced teachers currently already working in one of the 50 high-needs schools in Hillsborough County who committed to remaining at their high-needs site for the 2017-18 school year.

Educators

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Foster is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

In addition to the Area Leadership Team, the district is shifting to local autonomy to support the specific needs of the school site. The Area Superintendent and Area Leadership Team provide direct support. The principal works collaboratively with the Area Leadership Team, but also specifically with the Title I office to utilize their Title I budget to provide additional layers of support that reflects their needs assessment. The personnel include content coaches, guidance counselors, psychologists, and social workers, all of whom provide students with the resources they need to be successful. The process through which school level capacity is built includes unit and personnel analysis, establishment of a consistent problem solving process, and progress monitoring. Cross divisional collaboration occurs with the basic allocation of units, analysis of the effectiveness of personnel, and the building of a supportive structure with additional units and services.

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HCPS promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. By helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits. It is important to support teacher development in two main ways, through both job-embedded professional development and evaluation.

1. Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning. HCPS will rely on the External Operator to support the school and teachers by providing quality professional development, aligned to the needs of overall needs of the school, the students, the individual needs of the teachers, and the instructional program.
2. Evaluation: The evaluation of teacher performance should be based on multiple measures of effectiveness. By considering input from student achievement data and observations, one can gain a more comprehensive picture of teacher practice. This helps to achieve a fair and substantive evaluation. This process can also improve one's ability to support student growth by capturing and implementing best practices from outstanding teachers.

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Continued Efforts to Recruit and Retain Educators

The External Operator will support the principal in hiring and recruiting teachers and has responsibility for bringing in a meaningful cohort of instructional staff. We expect to partner with our External Operator to expand our efforts to recruit and retain the best teachers for our highest needs schools. HCPS will continue with programs already in place, and build upon them based on the efforts and advice of our External Operator. Any lessons learned will be generalized to benefit the district as a whole.

B. Areas of Focus

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

- 1. Assessments
- 2. Instructional Programs (*Curriculum and Instruction*)
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

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

As stated in TOP Phase 1, the contract with the External Operator must address leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other area identified during the development of the comprehensive needs assessment. Of those things listed, assessments, instructional programs, and school leadership are included in B. Areas of Focus and will be addressed below.

Assessments

HCPS utilizes a wide-ranging set of assessments aligned to Florida standards and utilized for routine progress monitoring. All HCPS Formative assessments (see chart below) have been, and are continually, evaluated. HCPS formative assessments were developed to mimic FSA assessments. All are strongly correlated to Florida standards, and they all are both reliable and valid measures. HCPS also provides an item analysis when the formatives are scored, aligned to individual standards. The External Operator may choose to utilize these assessments or may choose to utilize a unique set of assessments. However, it is important to understand that some of the assessments are tied to district VAM measures that impact teacher effectiveness ratings and salaries. The External Operator will be held accountable for quarterly progress monitoring with regards to student achievement as well as early warning systems indicators (course failure, attendance, behavior). Assessments utilized must be aligned to Florida standards and to the curriculum and instructional programs utilized. Teachers must be supported by the External Operator with any professional development necessary. It is an expectation that all state required assessments will remain in place, as well as those assessments that are part of graduation requirements, and that all of those assessments will be administered with fidelity and in accordance with all state requirements.

District Assessment	Testing Windows	
FLKRS Kindergarten	August 10-October 2	
KRT Kindergarten	August 22-October 20	

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FAIR-FS	August 23-October 10	November 15-January 23	March 19-May 21
Grades 1 and 2 Standardized Tests		March 27-28	
Grade 3 Portfolio Testing		April 4	July 10
iReady reading diagnostic	August 14-October 10	November 27-February 16	March 19-May 25
Elementary Math Formative	August 10-September 8	January 12-February 8	
Elementary Reading Formative	September 25-October 6	November 27-December 8	
Elementary Science Formative	August 14-August 25	December 18-January 12	May 7-May 18
Elementary Writing Formative	October 10-October 17	January 10-January 17	
Art, Music, PE, Dance		April 30-May 25	

Instructional Programs

The Office of Teaching and Learning provides support for teachers through professional development and use of best practices to grow successful learners, and in the implementation of the Florida standards to ensure students receive rigorous, relevant, and meaningful experiences. The Office provides a variety of services to its stakeholders, including training administrators and teachers, development of instructional and assessment resources, on site student and teacher support, and the facilitation of parent and community sessions. They collaborate with teachers to plan instruction based on students’ needs, monitor progress, and determine interventions/enrichment opportunities with the goal of ensuring that all students excel and thrive as successful, lifelong, independent learners. District personnel emphasize best practices designed to support all students as they travel along the path to graduation.

There are adopted instructional materials available for use in all subject areas. In addition, The Office of Teaching and Learning has created supporting curriculum planning guides, standards-based planning templates, pacing guides, planning support tools, instructional guides, lesson ideas, supplemental resources, and model lessons.

The Exceptional Student Education (ESE) Department provides support and services to students with disabilities (SWD) who are eligible for special education services. The ESE Department supports the District in processes related to identification, evaluation, determination, placement, and the provision of a free appropriate public education to SWD. Each area office has an ESE support team which offers support and assistance to school staff and parents to help ensure that parents have the opportunity to be a partner in the educational decisions made regarding their child, and that they are afforded the procedural safeguards to which they are entitled.

English Language Learners in HCPS represent over 180 countries and over 160 languages/dialects. In order to ensure that all of our ELL students become contributing members of a global society HCPS provides them with access to academic content this is equal in scope, sequence, breadth, and depth to the curricular offerings available to all students. HCPS provides native language psychological, social, and guidance services as well as interpreters and translators. Schools are staffed with native language paraprofessionals and resource teachers who utilize a variety of instructional strategies, materials, and accommodations to teach students to speak, read, and write in English.

All of these services and supports provide assistance to the Area Superintendents and their Area Leadership Teams as they identify strengths and areas in need of additional support at the schools with which they work.

The External Operator may choose to engage with HCPS programs already in place, or may choose to implement unique programs. All instructional programs must align with the Florida standards. Teachers

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must be supported by the External Operator with appropriate professional development. Assessments utilized must be aligned to the Florida standards, curriculum, and instructional programs utilized.

School Leadership

HCPS will work with the contracted External Operator to determine the best fit for administrators at the school site. Criteria for determining the best candidates for school administrators will be co-developed by HCPS and the External Operator. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district. It is an expectation that school leaders will be provided ongoing professional development by the External Operator.

HCPS has several programs in place to support the development of turnaround leaders, and is fully committed to continuing these practices in partnership with an External Operator. Please see above for full descriptions.



Turnaround Option Plan – Phase 2 Hillsborough County Public Schools Oak Park Elementary School

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

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293201 – Oak Park Elementary

External Operator

Part I: Needs Assessment

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

HCPS has identified Oak Park Elementary School as one in need of turnaround support, intervention, and opportunity for success. The identified school is characterized by consistent low performance as defined by the State of Florida, s. 1008.34, F.S. The District wishes to enter into a contract with a turnaround or education management organization to operate the school, following established District policies and procedures for contracting with an External Operator.

The External Operator will assume authority for decision making based on a comprehensive needs assessment conducted in partnership with HCPS (to include time, budget, and program); in particular, the External Operator:

1. Will work in partnership with HCPS to develop criteria for determining the best candidates for school administrators. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district. The best candidates, as determined by the criteria co-developed with the External Operator, will be utilized to fill each school's administrative positions.
2. Support the principal in hiring and recruiting teachers and have responsibility for bringing in a meaningful cohort of instructional staff. Only Effective and Highly Effective teachers will remain at the school. Only Effective and Highly Effective teachers will be hired to fill vacancies at the school. Effective and Highly Effective teachers will be determined as defined by the district's approved evaluation system, as provided for in the Turnaround Option Plan Phase 1 selection of External Operator, Assurance 3: The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.
3. Provide core academic and student support services directly or align the services of other program and support partners, who are on sub contracts with the External Operator, and build internal capacity within the school and by extension, the District.
4. Have an embedded, consistent, and intense relationship with the school during the turnaround period.

Before any work is begun, the External Operator will complete a thorough needs assessment in partnership with HCPS. The comprehensive needs assessment will include classroom observation data, interview data, and historical data.

The most current school data is shown below. This data includes both school grade data and survey data from teachers, students, and parents.

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Overall student demographics will also be included, providing information on free/reduced price lunch (including the direct certification rate), ESE student population, ELL population, and homeless population. A final report will be produced from the findings. The inclusion of school data, classroom observations, and interviews will provide a comprehensive profile of the school. The purpose of these reports is to provide a comprehensive picture of the school from which to begin discussions and problem solving with the External Operator.

School Data

Effective Leadership

	2015-16	2016-17
School Leadership TELL*	91.6	89.8
My principal cares about me SCP** students	74.4	52.1
My principal is an effective leader SCP** parents	71.9	82.4

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey

Public and Collaborative Teaching

	2015-16	2016-17
Teacher Leadership TELL*	90.4	90.1
Professional Development TELL*	95.6	94.6
Time (for collaboration, planning, and instruction) TELL*	71.7	73.0

*Teaching Empowering Leading and Learning Survey - % agreement

Ambitious Instruction

	2015-16	2016-17
1 st Gr Reading – Stanford 10	23*	18*
1 st Gr Math – Stanford 10	22*	19*
2 nd Gr Reading – Stanford 10	Not Available	21*
2 nd Gr Math – Stanford 10	Not Available	18*
3 rd Gr Reading Comp – Stanford 10	27*	32*
3 rd Gr FSA ELA	3+ 15%	3+ 25%
3 rd Gr FSA Math	3+ 21%	3+ 31%
4 th Gr FSA ELA	3+ 21%	3+ 18%
4 th Gr FSA Math	3+ 19%	3+ 14%
5 th Gr FSA ELA	3+ 35%	3+ 22%
5 th Gr FSA Math	3+ 35%	3+ 23%
5 th Gr SSA Science	3+ 29%	3+ 20%
Instructional Practices and Support TELL**	88.7	90.9

*Mean national percentile rank

**Teaching Empowering Leading and Learning Survey - % agreement

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Teacher Evaluation Data-2016-2017 HCPS Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	0%	7%	89%	5%
Domain 2 The Classroom Environment	0%	4%	90%	7%
Domain 3 Instruction	0%	20%	76%	4%
Domain 4 Professional Responsibilities	1%	10%	73%	15%

Hillsborough County Public Schools (HCPS) has an approved Student Performance Measure with FLDOE that meets all statute requirements. Although HCPS has an approved method for calculating VAM, our district has complied with the state's request to provide the school-level teacher information to the Bureau of School Improvement when needed to match State VAM scores.

Safe and Supportive Environment

	2015-16	2016-17
% of Students 90%+ Attendance	74%	78%
% of Students with 0 Suspensions	96%	96%
Managing Student Conduct*	86.9	75.2
I have a mentor or someone who helps me succeed**	64.8	63.7

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey (students)

Family and Community Engagement

	2015-16	2016-17
The school is supported by the community**	55.8	71.4
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	69.6	85.2
Students are encouraged to participate in school and community events**	73.2	80.0
Overall Community Support & Involvement*	73.3	74.1

*Teaching Empowering Leading and Learning Survey - % agreement

**School Climate and Perception Survey (parents)

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

Oak Park has continued to make progress over the past few years. The school was 1 percentage point away from obtaining a “C” grade. The principal is enrolled in the Ed.S Turnaround Principal program that is described below, and has shown growth as an instructional leader. HCPS is confident that Oak Park is on track to move off of the Differentiated Accountability list. However, should Oak Park fail to earn a school

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grade less than “C,” the External Operator Option was chosen to help continue the steady growth that has been made.

Part II: Implementation Plan

A. Areas of Assurance

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

Assurance 1: Contracting with External Organization

Assurance 2: Selecting a Successful Organization

Assurance 3: Instructional Staff

District Capacity and Support

Should it be necessary under the law, HCPS will seek to partner with an External Operator capable of achieving dramatic, fundamental improvement in student achievement and school culture. HCPS will enter into a contract with a school turnaround organization utilizing a contract that addresses leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other areas deemed necessary following a comprehensive needs assessment. The district will select an organization with successful record of providing support to high-poverty, low-performing schools. Members from the HCPS Business team will develop the RFQ (with input from various stakeholders including the CAT), negotiate the contract language, and seek School Board approval of a contract as described above. The HCPS Area Superintendents, under the guidance of the Chief of Schools, will work with the External Operator to develop action steps and ensure compliance with contracted obligations.

To dramatically improve student achievement for both short-term and long-term success the External Operator must:

- increase operational efficiency of the partner school(s); and
- manage and support all or part of the partner school's operations; and
- abide by the terms of the contract and school guidelines; and
- collaborate with the HCPS management team for the partner school(s); and
- provide a high quality educational environment to HCPS students within the partner school(s); and
- meet objectives, goals, and deliverables for the partner school(s) as established by the partnership; and
- abide by applicable local, state, and federal spending guidelines, practices, and laws for use of public funds; and
- abide by applicable local, state, and federal guidelines for supporting unique populations (English language learners, exceptional education students, gifted students, homeless students, etc.); and
- support the needs of all students.

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B. Areas of Focus

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

- 1. Assessments
- 2. Instructional Programs (*Curriculum and Instruction*)
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

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

As stated in TOP Phase 1, the contract with the External Operator must address leadership, instructional staffing, curriculum and instruction, assessments, professional development, and any other area identified during the development of the comprehensive needs assessment. Of those things listed, assessments, instructional programs, and school leadership are included in B. Areas of Focus and will be addressed below.

Assessments

HCPS utilizes a wide-ranging set of assessments aligned to Florida standards and utilized for routine progress monitoring. All HCPS Formative assessments (see chart below) have been, and are continually, evaluated. HCPS formative assessments were developed to mimic FSA assessments. All are strongly correlated to Florida standards, and they all are both reliable and valid measures. HCPS also provides an item analysis when the formatives are scored, aligned to individual standards. The External Operator may choose to utilize these assessments or may choose to utilize a unique set of assessments. However, it is important to understand that some of the assessments are tied to district VAM measures that impact teacher effectiveness ratings and salaries. The External Operator will be held accountable for quarterly progress monitoring with regards to student achievement as well as early warning systems indicators (course failure, attendance, behavior). Assessments utilized must be aligned to Florida standards and to the curriculum and instructional programs utilized. Teachers must be supported by the External Operator with any professional development necessary. It is an expectation that all state required assessments will remain in place, as well as those assessments that are part of graduation requirements, and that all of those assessments will be administered with fidelity and in accordance with all state requirements.

District Assessment	Testing Windows		
FLKRS Kindergarten	August 10-October 2		
KRT Kindergarten	August 22-October 20		
FAIR-FS	August 23-October 10	November 15-January 23	March 19-May 21
Grades 1 and 2 Standardized Tests		March 27-28	
Grade 3 Portfolio Testing		April 4	July 10
iReady reading diagnostic	August 14-October 10	November 27-February 16	March 19-May 25
Elementary Math Formative	August 10-September 8	January 12-February 8	
Elementary Reading Formative	September 25-October 6	November 27-December 8	
Elementary Science Formative	August 14-August 25	December 18-January 12	May 7-May 18
Elementary Writing Formative	October 10-October 17	January 10-January 17	
Art, Music, PE, Dance		April 30-May 25	

Turnaround Option Plan – Phase 2 *for districts implementing in 2018-19*

Instructional Programs

The Office of Teaching and Learning provides support for teachers through professional development and use of best practices to grow successful learners, and in the implementation of the Florida standards to ensure students receive rigorous, relevant, and meaningful experiences. The Office provides a variety of services to its stakeholders, including training administrators and teachers, development of instructional and assessment resources, on site student and teacher support, and the facilitation of parent and community sessions. They collaborate with teachers to plan instruction based on students' needs, monitor progress, and determine interventions/enrichment opportunities with the goal of ensuring that all students excel and thrive as successful, lifelong, independent learners. District personnel emphasize best practices designed to support all students as they travel along the path to graduation.

There are adopted instructional materials available for use in all subject areas. In addition, The Office of Teaching and Learning has created supporting curriculum planning guides, standards-based planning templates, pacing guides, planning support tools, instructional guides, lesson ideas, supplemental resources, and model lessons.

The Exceptional Student Education (ESE) Department provides support and services to students with disabilities (SWD) who are eligible for special education services. The ESE Department supports the District in processes related to identification, evaluation, determination, placement, and the provision of a free appropriate public education to SWD. Each area office has an ESE support team which offers support and assistance to school staff and parents to help ensure that parents have the opportunity to be a partner in the educational decisions made regarding their child, and that they are afforded the procedural safeguards to which they are entitled.

English Language Learners in HCPS represent over 180 countries and over 160 languages/dialects. In order to ensure that all of our ELL students become contributing members of a global society HCPS provides them with access to academic content this is equal in scope, sequence, breadth, and depth to the curricular offerings available to all students. HCPS provides native language psychological, social, and guidance services as well as interpreters and translators. Schools are staffed with native language paraprofessionals and resource teachers who utilize a variety of instructional strategies, materials, and accommodations to teach students to speak, read, and write in English.

All of these services and supports provide assistance to the Area Superintendents and their Area Leadership Teams as they identify strengths and areas in need of additional support at the schools with which they work.

The External Operator may choose to engage with HCPS programs already in place, or may choose to implement unique programs. All instructional programs must align with the Florida standards. Teachers must be supported by the External Operator with appropriate professional development. Assessments utilized must be aligned to the Florida standards, curriculum, and instructional programs utilized.

School Leadership

HCPS will work with the contracted External Operator to determine the best fit for administrators at the school site. Criteria for determining the best candidates for school administrators will be co-developed by HCPS and the External Operator. The criteria will be one measure included in a comprehensive needs assessment completed by the External Operator in partnership with the district. It is an expectation that school leaders will be provided ongoing professional development by the External Operator.

Turnaround Option Plan – Phase 2
for districts implementing in 2018-19

HCPS has several programs in place to support the development of turnaround leaders, and is fully committed to continuing these practices in partnership with an External Operator. Please see above for full descriptions.

School Board

Sally A. Harris, Chair
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Superintendent of Schools
 Jeff Eakins

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May 14, 2018

Hershel Lyons, Chancellor
 Division of Public Schools
 Florida Department of Education
 Turlington Building, Suite 1514
 325 West Gaines Street
 Tallahassee, Florida 32399

Dear Chancellor Lyons:

The School Board of Hillsborough County has entered into an external operator contractual agreement with Phalen Leadership Academies (PLA), an Indiana based non-profit corporation. On July 1, 2018, Phalen Leadership Academies will assume management and oversight of Foster, Oak Park, Mort, Sheehy, Potter, B. T. Washington elementary schools and Memorial Middle School. Phalen Leadership Academies will not assume management and oversight of any of the above-mentioned sites if the school receives a grade of "C" or higher.

1. Provide the outside entity/external operator's evidence of a demonstrated record of effectiveness per statutory requirement.

The PLA education model has several unique elements that drive the strong growth of scholars. Rigorous curriculum; high quality professional development; a coaching cycle that develops teachers; enrichment opportunities for scholars; and authentic partnerships with parents are just a few of the elements that drive success for PLA scholars. Additionally, next year, every PLA school will have access to *STEMNASIUM*, an organization that exposes scholars of every age to STEM, including learning coding and Java Script; creating mobile apps; building underwater remote operating vehicles; building and piloting drones; and more.

The PLA model has a proven track record of helping children achieve remarkable success, including some of the following:

- Transforming multiple failing schools into A-rated schools;
- Having the highest IREAD scores in Indiana for two consecutive years (2015, 2016);
- Increasing scholars' passing rates on state ELA and math tests by 11% in just one year – the highest standardized test growth for all schools in Central Indiana in 2015-16;
- In 2016-17, two PLA schools ranked #4 and #5 in the district for strongest growth (with 8.2% and 8.1% increases in state test score proficiency growth respectively); and
- All, but one, PLA schools are outperforming their host districts. Two PLA schools – one in year five and the other in only year three – are within 6% of the state test average and will beat the state average this year.

The success of PLA scholars can be attributed to the comprehensive, high quality services that PLA provides to its school partners and scholars. While some educational management organizations only offer human resources and accounting support, PLA is a nonprofit that supports its partners in the following ways:

- Educational program (i.e., research-based curriculum, pacing guides, and assessments);

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 May 14, 2018
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- Pre-service professional development and an on-going coaching cycle for teachers (e.g., PLA University);
- Human resources;
- On-site quality assurance monitoring and support;
- Behavior and classroom management systems; and
- Parental engagement framework.

2. Explain the role of the outside entity/external operator in the recruitment, selection, and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction. Include specific information about the external operator's authority in this area.

As the external operator, Phalen Leadership Academies assumes management and oversight of the above-mentioned schools. PLA assumes the responsibility of recruiting, selecting, and placement of instructional personnel with a proven track record and have the capacity to serve students who need intensive support.

Recruitment Strategy:

Phalen Leadership Academies has specific standards with regards to instructional staff; a high expectation of what they should know and be able to do, as well as the ability to model and demonstrate consistently. Phalen Leadership Academies engages in best practice and standard processes reflected below to secure the best teacher talent who meet organizational objectives.

- Sound strategy planning grounded by data and theory of action that calculates the number of resumes vs. projected vacancies vs. actual openings to effectively support staffing openings by position type and required licensing
- Strategic plan supported by timelines, milestones and associated staffing benchmarks
- Dedicated regional recruiter with extensive HR and Tampa area experience to successfully support school leaders and deeply partner to source top talent
- A marketing department available to push multi-media advertisement and promote employer branding
- PLA driven diversity recruitment (including partnerships with historically black colleges and universities)
- PLA driven teacher recruitment (utilizing traditional and non-traditional approaches)
- PLA driven community recruitment to raise awareness and attention to positions within the region and neighboring areas
- Leveraging partnerships with national teacher associations
- Leveraging partnerships with like-minded and mission driven organizations
- Staff referrals

Hiring Strategy:

The Phalen Leadership Academies hiring is operationalized, normed and bifurcated processes that deeply vet candidates for best fit and a profile for start-up, district, turnaround or traditional models. Processes includes:

- Selection criteria that assesses candidate's comprehensive skill and mastery across specific content areas
- Partner work with school administrators to determine culture of individual school and talent profile that matches
- Work within compliance parameters of Hillsborough HR processes, i.e. April and May transfer windows and displacement and/or teachers within the pool
- Work with school leaders to schedule and execute interviews and Hillsborough HR to process hires

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3. Explain the role of the outside entity/external operator in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the external operator's authority in these areas. Provide evidence the school leadership team has a proven record of success in turnaround schools and the qualifications to support the students served.

Having management and oversight over the above-mentioned schools, Phalen Leadership Academies assumes the responsibility of recruitment, selection, placement, training, and oversight of the school's leadership team.

Leadership Recruitment and Selection

Phalen Leadership Academy engages its targeted network and out-of-network efforts to identify transformative leaders. The interview and evaluation process is rigorous and ensures school leaders meet the human capital and performance requirements of the organization. Interview process consists of blended methodology of traditional, behavioral and scenario based evaluation to access the below skills, knowledge and abilities:

- Philosophy alignment
- Strategic visionary (understands big picture, small picture and can articulate)
- Operational proficiency (school calendaring, staff hiring)
- Instructional expert (performs staff observations/assessments and implements professional development)
- Data-driven (uses data to set school-wide growth goals and staff and team conversations, as well as past success tracking goals)
- Effective communication (leadership voice and presence)
- Interpersonal/relationship management with staff, parents and community (visible and inclusive)
- Cultural competence

Leadership Training

Phalen Leadership Academies provides customized Professional Development training based on the needs of our school partner. Traditionally, we provide a 1-2-day School Leader Training which focuses on Curriculum, Data-Driven Instruction, Information System Management, Network Expectation, and School Culture.

Foster Elementary

The school leadership team has a focus on high quality teachers to teach instruction. Kimberly Thompson has been the principal of Foster Elementary for 4.5 years. Prior to Foster, she was the principal of Potter Elementary for 3.5 years. Foster's school leadership team has embraced DA support with a focus on teaching the standards and improving rigor. The school leadership team has a sophisticated progress monitoring system that identifies the needs of the students. From data analysis the school leadership meets with their ILT and PLCs to plan for the needs of the students. Supporting and coaching around core instruction has been a focus for the school leadership with a strong focus on small group instruction. The MTSS process is used by school administration to pinpoint interventions to address students' pre-requisites skills, misconceptions, and future skill focus.

Mort Elementary

Principal Woodland Johnson has been the principal of Mort Elementary School for five years (since 2012). Prior to leading Mort, Principal Johnson was the principal at Palm River Elementary School for five years. Palm River maintain a solid "C" rating under Woodland's leadership. Mort has experienced a steady increase in student achievement over time and a dramatic shift in school culture. Last year Mort was one point away from earning a "C" grade. Interim data and other key metrics suggests that Mort is well on its way to achieving a "C" or higher.

Oak Park Elementary

Principal Marlou Bates has been the principal of Oak Park Elementary for five years. Prior to Oak Park, she was the principal of Foster Elementary for four years. The principal has been using proven techniques and strategies

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learned from her turnaround leadership Ed.S. program. She has conducted a thorough root causes analysis of barriers that restrict learning and strategies that accelerate learning. Clear and focused instructional priorities have been established. Progress monitoring of these priorities through the ILT and PLCs ensure implementation and execution occur in the classroom. In addition, progress monitoring data and MTSS allows teachers to target the specific needs of the students. Principal Bates facilitates planning sessions that support differentiated standards-based teaching to ensure that learning gaps are filled, pre-requisites skills are mastered, and student misconceptions addressed.

Potter Elementary

Principal Melanie Hill has been at the helm for almost two years. Although Principal Hill was hired as a new principal, we have put the following intensive supports in place. Potter is exclusively supported by the Assistant Superintendent of Leadership and Professional Development. This team's primary focus is Potter Elementary School. Support includes weekly coaching visits from an assigned principal coach and a Potter Support Team representing different divisions that meets with the principal and her leadership team each month to provide needed resources and training.

Potter also has two experienced assistant principals and a high performing leadership team including two math coaches, a reading coach, an Academic Intervention Specialist, a behavior coach, and three full time student services staff. The team provides regular coaching for teachers and incentives and interventions for students.

Benchmark data, school culture and climate data, and teacher performance data collected during walkthroughs support our belief that student outcomes are advancing at Potter under Principal Hill's leadership.

Sheehy Elementary

Phalen Leadership Academies has requested removal of the principal with the expectation of hiring an experienced with a proven track record.

B. T. Washington Elementary

Jaime Gerding is an experienced principal with ten years of experience. She spent the first five years as a principal at Apollo Beach which maintained an "A" grade. She then moved to the principalship of Phillip Shore Elementary School, where she stayed for three years and improved the culture by reducing behavior incidents and improving instruction. The scores improved as well and she was able to maintain a "C" grade. Mrs. Gerding was then tapped last year to take on B. T. Washington Elementary School which had a grade of "F". She went to work putting the right team together in order to make her high expectations a reality. Last year she worked on the culture and academics and was able to gain 33 points, which was a good start but did not pull the school out of the "F" range. This year there is an improved culture with far fewer behavior incidents, a laser like focus on standards instruction, and a team that plans lessons appropriate for each individual student. She has made alliances with community partners in order to get the extra support her students need. Every person knows the urgency involved in moving this school the 110 points necessary to move out of DA status. She is the leader needed at that school.

Memorial Middle

Principal April Gillyard is a veteran school leader with a strong track record of building high performing teams that keenly focus on increasing student outcomes. Principal Gillyard led Roland Park K-8 school for three years. Under Principal Gillyard's leadership, Roland Park K-8 consistently performed well above district and state averages, achieving "A" school grade each year she was at the helm. When the opportunity surfaced to lead a high needs school, April stepped up and volunteered to answer the call. Principal Gillyard is nearing her first year as principal of Memorial Middle School. Interim data and other key metrics suggest that the school is on course to earning a "C" or higher.

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4. If the district had a partnership with the outside entity/external operator, explain the difference in the proposed services changing from a partnership to an operator.

The district did not have a prior partnership with Phalen Leadership Academies.

5. Provide a detailed budget for the contracted amount with the outside entity/external operator.

<u>School</u>	<u>Student Enrollment</u>	<u>Monthly Payment 8/10/18 – 6/10/19</u>	<u>Annual Management Fee</u>
Foster Elementary	475	\$26,818	\$295,000
Memorial Middle	636	\$29,545	\$325,000
Mort Elementary	860	\$31,818	\$350,000
Oak Park Elementary	615	\$29,545	\$325,000
Potter Elementary	608	\$29,545	\$325,000
Sheehy Elementary	436	\$26,818	\$295,000
B. T. Washington Elementary	477	\$26,818	\$295,000

Please feel free to reach out to me with any further questions, concerns, or recommendations.

Sincerely,



Jeff Eakins
 Superintendent

cc: Dr. Julio Valle-Nazario, Regional Executive Director
 Harrison Peters, Chief of Schools
 Debbie Cook, Chief Academic Officer