

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

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

District: Hillsborough 29
Schools: Lockhart Elementary 0962, Potter Elementary 3521, Gibsonton Elementary 1601, Mort Elementary 3121, Memorial Middle 2882
cpf "Van Buren Middle 0682

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

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

A. Needs Assessment

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

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

The methodology utilized to determine the needs of the schools listed above involved a thorough analysis and synthesis of multiple data points over multiple years. Data points included: student achievement, early warning systems, faculty evaluations, observations, stakeholder surveys, and input from the Community Assessment Team. The Principal, Area Superintendent, Director of School Improvement, and Superintendent analyzed these data points. The results are summarized across the five domains of effective schools as specified by Florida's School Improvement Plan: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction, Safe and Supportive Environment, and Family and Community Engagement. The surveys included in the analysis are the Teaching Empowering Leading and Learning Survey (TELL) and the School Climate and Perception Survey (SCP). The TELL survey is completed by teachers, and has been used for the past three years. Results are reported in the composite areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support. Results are also reported by individual item. The SCP survey is completed by students, parents, and school-based support staff, and has been actively archived for the past eight years. Results are reported in the composite areas of the principal, the work environment, and the students. Results are also reported by individual item. Use of these two surveys has been consistent and stable over several years, allowing us to compare results from year to year and plan accordingly.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Lockhart Elementary

Effective Leadership- The current principal was appointed to Lockhart on July 1, 2015. One Assistant Principal was appointed September 2, 2013, and the second Assistant Principal was appointed November 9, 2015.

	2015	2016
School Leadership *	88%	94.7%
My principal cares about me **	94%	94%
My principal is an effective leader **	94%	83%

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership*	80.1%	92.2%
Professional Development *	84.8%	91.0%
Time (for collaboration, planning, and instruction)*	63.5%	74.3%

Ambitious Instruction

	2015	2016
1 st Gr Reading (SAT-10)	37 Percentile Avg	38 Percentile Avg
1 st Gr Math (SAT-10)	37 Percentile Avg	39 Percentile Avg
2 nd Gr Reading (SAT-10)	25 Percentile Avg	26 Percentile Avg
2 nd Gr Math (SAT-10)	32 Percentile Avg	34 Percentile Avg
3 rd Gr Reading Comp (SAT-10)	29 Percentile Avg	41 Percentile Avg
3 rd Gr FSA ELA	26% 3+	41% 3+
3 rd Gr FSA Math	12% 3+	37% 3+
4 th Gr FSA ELA	40% 3+	34% 3+
4 th Gr FSA Math	40% 3+	36% 3+
5 th Gr FSA ELA	39% 3+	31% 3+
5 th Gr FSA Math	28% 3+	30% 3+
5 th Gr SSA Science	41% 3+	29% 3+
Instructional Practices and Support *	80.5%	84.5%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	0%	16%	82%	2%

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Domain 2: The Classroom Environment	2%	10%	87%	1%
Domain 3: Instruction	0%	32%	67%	0%
Domain 4: Professional Responsibilities	3%	0%	94%	3%

Safe and Supportive Environment

	2015	2016
Attendance Rate	95.69%	94.75%
% of Students 90%+ Attendance	90.76%	83.12%
% of Students with 1+ Suspensions	9.81%	9.72%
Number of Students Incidents	299	299
Managing Student Conduct*	63.9%	69.3%
I have a mentor or someone who helps me succeed**	n/a	77.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	79.0%	76.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	89.0%	76.0%
Students are encouraged to participate in school and community events**	86.0%	83.0%
Overall Community Support & Involvement*	69.4%	85.7%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Potter Elementary

Effective Leadership- The current principal was appointed to Potter on April 25, 2016. One Assistant Principal was appointed February 4, 2014 and the second Assistant Principal was appointed on June 13, 2016.

	2015	2016
School Leadership *	66%	62.9%
My principal cares about me **	71%	80%
My principal is an effective leader **	64%	79%

Public and Collaborative Teaching

	2015	2016
Teacher Leadership *	63.4%	59.1%
Professional Development *	80.6%	66.8%
Time (for collaboration, planning, and instruction) *	50.6%	46.5%

Ambitious Instruction

	2015	2016
1 st Gr Reading (SAT-10)	28 Percentile Avg	20 Percentile Avg
1 st Gr Math (SAT-10)	32 Percentile Avg	22 Percentile Avg
2 nd Gr Reading (SAT-10)	20 Percentile Avg	18 Percentile Avg
2 nd Gr Math (SAT-10)	21 Percentile Avg	22 Percentile Avg
3 rd Gr Reading Comp (SAT-10)	28 Percentile Avg	30 Percentile Avg
3 rd Gr FSA ELA	22% 3+	23% 3+
3 rd Gr FSA Math	19% 3+	18% 3+
4 th Gr FSA ELA	18% 3+	17% 3+
4 th Gr FSA Math	19% 3+	18% 3+
5 th Gr FSA ELA	14% 3+	11% 3+
5 th Gr FSA Math	20% 3+	11% 3+
5 th Gr SSA Science	13% 3+	13% 3+
Instructional Practices and Support *	80.1%	74.8%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	0%	19%	81%	0%

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Domain 2: The Classroom Environment	1%	20%	77%	2%
Domain 3: Instruction	3%	46%	51%	0%
Domain 4: Professional Responsibilities	0%	6%	94%	0%

Safe and Supportive Environment

	2015	2016
Attendance Rate	92.76%	92.34%
% of Students 90%+ Attendance	78.53%	71.64%
% of Students with 1+ Suspensions	15.40%	11.50%
Number of Students Incidents	265	306
Managing Student Conduct*	51.4%	53.4%
I have a mentor or someone who helps me succeed**	n/a	77.0%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	72.0%	86.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	87.0%	88.0%
Students are encouraged to participate in school and community events**	87.0%	96.0%
Overall Community Support & Involvement*	47.2%	42.9%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

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Gibson Elementary

Effective Leadership- The current principal was appointed on January 7, 2013. The Assistant Principal was appointed on August 17, 2015.

	2015	2016
School Leadership *	80.8%	77.5%
My principal cares about me **	77%	81%
My principal is an effective leader **	78%	80%

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership *	83.4%	71.9%
Professional Development *	90.4%	89.1%
Time (for collaboration, planning, and instruction) *	73.2%	62.4%

Ambitious Instruction

	2015	2016
1 st Gr Reading (SAT-10)	22 Percentile Avg	21 Percentile Avg
1 st Gr Math (SAT-10)	34 Percentile Avg	32 Percentile Avg
2 nd Gr Reading (SAT-10)	34 Percentile Avg	20 Percentile Avg
2 nd Gr Math (SAT-10)	45 Percentile Avg	29 Percentile Avg
3 rd Gr Reading Comp (SAT-10)	39 Percentile Avg	39 Percentile Avg
3 rd Gr FSA ELA	26% 3+	33% 3+
3 rd Gr FSA Math	25% 3+	41% 3+
4 th Gr FSA ELA	19% 3+	29% 3+
4 th Gr FSA Math	14% 3+	24% 3+
5 th Gr FSA ELA	27% 3+	22% 3+
5 th Gr FSA Math	32% 3+	29% 3+
5 th Gr SSA Science	44% 3+	45% 3+
Instructional Practices and Support *	88.9%	84.4%

Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	1%	0%	96%	3%

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Domain 2: The Classroom Environment	1%	5%	91%	3%
Domain 3: Instruction	0%	14%	82%	3%
Domain 4: Professional Responsibilities	0%	0%	96%	4%

Safe and Supportive Environment

	2015	2016
Attendance Rate	93.50%	92.85%
% of Students 90%+ Attendance	76.42%	72.55%
% of Students with 1+ Suspensions	3.92%	3.75%
Number of Students Incidents	70	55
Managing Student Conduct*	84.2%	75.8%
I have a mentor or someone who helps me succeed**	n/a	62.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	72.0%	76.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	68.0%	70.0%
Students are encouraged to participate in school and community events**	74.0%	74.0%
Overall Community Support & Involvement*	85.0%	78.9%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

Mort Elementary

Effective Leadership- The current principal was appointed on July 2, 2012. One Assistant Principal was appointed December 8, 2014, and the second Assistant Principal was appointed on August 3, 2015.

	2015	2016
School Leadership *	80.8%	77.5%
My principal cares about me **	72%	81%
My principal is an effective leader **	81%	87.5%

Public and Collaborative Teaching

	2015	2016
Teacher Leadership *	77.6%	89.4%
Professional Development *	89.9%	91.2%
Time (for collaboration, planning, and instruction) *	61.8%	74.1%

Ambitious Instruction

	2015	2016
1 st Gr Reading (SAT-10)	25 Percentile Avg	18 Percentile Avg
1 st Gr Math (SAT-10)	29 Percentile Avg	27 Percentile Avg
2 nd Gr Reading (SAT-10)	17 Percentile Avg	19 Percentile Avg
2 nd Gr Math (SAT-10)	25 Percentile Avg	26 Percentile Avg
3 rd Gr Reading Comp (SAT-10)	38 Percentile Avg	38 Percentile Avg
3 rd Gr FSA ELA	29% 3+	32% 3+
3 rd Gr FSA Math	32% 3+	34% 3+
4 th Gr FSA ELA	36% 3+	21% 3+
4 th Gr FSA Math	36% 3+	30% 3+
5 th Gr FSA ELA	30% 3+	26% 3+
5 th Gr FSA Math	23% 3+	30% 3+
5 th Gr SSA Science	30% 3+	23% 3+
Instructional Practices and Support *	79.2%	89.7%

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	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	0%	12%	87%	1%
Domain 2: The Classroom Environment	0%	8%	91%	0%
Domain 3: Instruction	0%	31%	69%	1%
Domain 4: Professional Responsibilities	0%	10%	84%	6%

Safe and Supportive Environment

	2015	2016
Attendance Rate	93.66%	93.78%
% of Students 90%+ Attendance	79.92%	80.17%
% of Students with 1+ Suspensions	1.38%	.97%
Number of Students Incidents	56	22
Managing Student Conduct*	71.8%	72.4%
I have a mentor or someone who helps me succeed**	n/a	69.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	80.0%	83.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	84.0%	87.0%
Students are encouraged to participate in school and community events**	85.0%	87.0%
Overall Community Support & Involvement*	70.8%	86.6%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

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Memorial Middle

Effective Leadership- The current principal was appointed on November 26, 2012. One Assistant Principal was appointed on August 24, 2009 and the second Assistant Principal was appointed on January 4, 2016.

	2015	2016
School Leadership *	45%	67.3%
My principal cares about me **	72%	52%
My principal is an effective leader **	71%	80%

Public and Collaborative Teaching

	2015	2016
Teacher Leadership *	81.1%	70.5%
Professional Development *	84.1%	90.5%
Time (for collaboration, planning, and instruction) *	66.1%	54.8%

Ambitious Instruction

	2015	2016
Gr 6 ELA	21% 3+	20% 3+
Gr 6 Math	29% 3+	16% 3+
Gr 7 ELA	24% 3+	21% 3+
Gr 7 Math	27% 3+	32% 3+
Gr 8 ELA	23% 3+	29% 3+
Gr 8 Math	16% 3+	16% 3+
FSA Algebra 1 EOC	53% 3+	86% 3+
Gr 8 Science	19% 3+	22% 3+
Instructional Practices and Support *	80.4%	71.8%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	0%	16%	80%	4%
Domain 2: The Classroom Environment	0%	8%	85%	6%
Domain 3: Instruction	1%	27%	70%	2%
Domain 4: Professional Responsibilities	0%	10%	73%	17%

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Safe and Supportive Environment

	2015	2016
Attendance Rate	92.34%	92.87%
% of Students 90%+ Attendance	76.11%	77.53%
% of Students with 1+ Suspensions	40.41%	37.40%
Number of Students Incidents	750	1290
Managing Student Conduct*	50.7%	38.0%
I have a mentor or someone who helps me succeed**	n/a	58.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	66.0%	53.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	64.0%	77.0%
Students are encouraged to participate in school and community events**	69.0%	82.0%
Overall Community Support & Involvement*	47.6%	40.9%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

Sligh Middle

Effective Leadership- The current principal was appointed on July 20, 2015. Both Assistant Principals were appointed on August 17, 2015.

	2015	2016
School Leadership *	69.7%	85%
My principal cares about me **	62%	48%
My principal is an effective leader **	72%	75%

Public and Collaborative Teaching

	2015	2016
Teacher Leadership *	66%	86.9%
Professional Development *	79.4%	91.6%
Time (for collaboration, planning, and instruction) *	48.6%	62.9%

Ambitious Instruction

	2015	2016
Gr 6 ELA	18% 3+	29% 3+
Gr 6 Math	25% 3+	39% 3+
Gr 7 ELA	25% 3+	18% 3+
Gr 7 Math	37% 3+	25% 3+
Gr 8 ELA	22% 3+	26% 3+
Gr 8 Math	15% 3+	12% 3+
FSA Algebra I EOC	69% 3+	81% 3+
Gr 8 Science	18% 3+	28% 3+
Instructional Practices and Support *	76%	81.5%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning &Preparation	0%	19%	79%	3%
Domain 2: The Classroom Environment	1%	17%	77%	6%
Domain 3: Instruction	1%	37%	58%	4%
Domain 4: Professional Responsibilities	0%	9%	79%	12%

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Safe and Supportive Environment

	2015	2016
Attendance Rate	92.16%	92.91%
% of Students 90%+ Attendance	74.32%	77.50%
% of Students with 1+ Suspensions	33.23%	34.17%
Number of Students Incidents	515	969
Managing Student Conduct*	52.3%	64.4%
I have a mentor or someone who helps me succeed**	n/a	59.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	51.0%	78.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	67.0%	78.0%
Students are encouraged to participate in school and community events**	69.0%	84.0%
Overall Community Support & Involvement*	53.9%	68.6%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Van Buren Middle

Effective Leadership- The current principal was appointed to Van Buren on November 30, 2015. One Assistant Principal was appointed January 5, 2015, and the second Assistant Principal was appointed August 17, 2015.

	2015	2016
School Leadership *	60.5%	69.6%
My principal cares about me **	47%	58%
My principal is an effective leader **	55%	66%

Public and Collaborative Teaching

	2015	2016
Teacher Leadership *	57.5%	66.3%
Professional Development *	76.5%	79.1%
Time (for collaboration, planning, and instruction) *	41,7%	48.7%

Ambitious Instruction

	2015	2016
Gr 6 ELA	16% 3+	19% 3+
Gr 6 Math	19% 3+	14% 3+
Gr 7 ELA	16% 3+	31% 3+
Gr 7 Math	37% 3+	25% 3+
Gr 8 ELA	25% 3+	23% 3+
Gr 8 Math	12% 3+	26% 3+
FSA Algebra I EOC	66% 3+	50% 3+
Gr 8 Science	21% 3+	18% 3+
Instructional Practices and Support *	63.9%	72.6%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1: Planning & Preparation	0%	20%	80%	3%
Domain 2: The Classroom Environment	1%	15%	83%	1%
Domain 3: Instruction	1%	36%	62%	0%
Domain 4: Professional Responsibilities	0%	0%	100%	0%

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Safe and Supportive Environment

	2015	2016
Attendance Rate	89.70%	90.13%
% of Students 90%+ Attendance	64.07%	64.39%
% of Students with 1+ Suspensions	44.17%	38.22%
Number of Students Incidents	960	1023
Managing Student Conduct*	63.9%	69.3%
I have a mentor or someone who helps me succeed**	n/a	61.0%

Family and Community Engagement

	2015	2016
The school is supported by the community**	43.0%	64.0%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	71.0%	70.0%
Students are encouraged to participate in school and community events**	69.0%	73.0%
Overall Community Support & Involvement*	34.7%	53.9%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

B. Turnaround Option Selection

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

Option 1: District-Managed Turnaround

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

Option 2: Closure

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

Option 3: Charter

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

Option 4: External Operator

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

Option 5: Hybrid

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

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

Option 5: Hybrid was chosen to utilize proven best practices to strengthen district capacity in such a way as to assist and collaborate with our turnaround schools while providing individualized supports based on data points specific to each school. In addition to specialized plans for each school, the district continues to build its own capacity for supporting turnaround schools by working in tandem with several outside partners. The organizations chosen as partners all have an extensive, successful record of providing support to high-poverty, low-performing schools nationally, as schools and districts build systems and structures that provide for the very best education for our disadvantaged students.

One of those partners is Cross & Joftus, who helps clients build internal capacity so they can find solutions to problems and do what they do better. Cross & Joftus has a proven record of successfully helping school districts to improve their organizational structures around issues of principal leadership and human resources. Cross & Joftus has a long history of supporting school improvement efforts, and focuses on analytical methods supported by problem solving, an approach that promotes capacity building that enriches organizations. Cross & Joftus focuses on several practice areas, including district and school finance, human capital management, and school/district transformation. Cross & Joftus believes that at the heart of every school reform effort is the need to recruit, develop, and retain the very best and brightest staff to meet the needs of its students. Schools and districts will not see sustainable gains in student achievement without a team of effective educators that is well trained, supported, and valued as professionals. With this non-negotiable in mind, Cross & Joftus designed a human capital management practice – under the leadership of partner Monica Santana Rosen – to help districts ensure that they have the appropriate human capital strategy and organization in place to meet the district’s vision for student achievement. Monica Santana Rosen is an alumni of the Broad Center, having completed a two year residency as a project manager for Chicago Public Schools. Other Cross & Joftus partners, with experiences assisting large, urban school districts include: Christopher T. Cross – a former Assistant Secretary for Educational Research and Improvement at the U.S. Department of Education; Scott Joftus – a veteran teacher, education policy firm director, education consultant, and education advocate; Sharon Deich – an expert in school finance and after-school programming, with experience at the Urban Institute, American Institutes for Research, and with The Finance Project; and Jean-Claude Brizard – a district leader for Chicago Public Schools and Rochester City Public Schools, as well as an educator and administrator in the New York City Department of Education who brings his experience with CTE as well as school transformation. Cross & Joftus boasts a host of other Associates, with experience in school system management and governance, youth engagement, special education, teacher preparation, program evaluation, and more. Cross & Joftus has improved organizational structures and practice in several large, urban districts, including Madison Metropolitan School District (43% White, 18% Black, 20% Hispanic), Highline Public Schools (24% White, 13% Black, 37% Hispanic), Syracuse City School District (57% White,

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Hillsborough

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

29% Black, 8% Hispanic), Newark Public Schools (8% White, 50% Black, 40% Hispanic), and Denver Public Schools (22% White, 14% Black, 57% Hispanic). Improving HR practices is a key issue for HCPS turnaround schools, one that is actively being dealt with at each site. As well as the work they are doing to support our efforts, Cross & Jofus founded the Race to the Top Technical Assistance Network, designed to help states implement their Race to the Top reforms. Cross & Jofus also works with a vast array of other state and local school organizations, including Allenton School District, Arkansas Department of Education, Buffalo Public Schools, California Department of Education, Camden City Board of Education (New Jersey), Charlotte-Mecklenburg Schools (North Carolina), City of Philadelphia, Creighton School District (Arizona), Dallas Independent School District, Denver Public Schools, District of Columbia Public Schools, District of Columbia Office of the State Superintendent of Education, Fairfield-Suisun Unified School District, Fayette County Public Schools, Hawaii Department of Education, Huntsville City Schools, Jersey City Public Schools, Kansas Department of Education, Kansas Districts, Kipp San Antonio, Lee County School District (Florida), Los Angeles Office of Education, Madison Metropolitan School District, Millard Public Schools (Nebraska), Nevada, New York State Department of Education, Omaha Public Schools, Pittsburgh Public Schools, Rogers School District (Arkansas), Sacramento County Office of Education, San Jose Unified School District, Syracuse City School District, Tulsa Public Schools, Wayne Township Schools (Indianapolis, Indiana), and Wyoming.

HCPS is also working closely with the Wallace Foundation to develop the leadership pipeline. HCPS is joined in this venture by Charlotte-Mecklenburg Schools (cited as successful in school turnaround in the context of a larger school system by the Aspen Institute), Denver Public Schools (praised by the USDOE as having a legacy of improving student outcomes through collaboration with the union, and better aligning their evaluation system to align with performance management initiatives), Gwinnett County Public Schools (Georgia, winner of the 2010 and 2014 Broad Prize for Urban Education), New York City Department of Education (the largest school system in the U.S.), and Prince George's County Public Schools (Maryland, 18th largest school district, LEED Award). The Wallace Foundation mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. This particular initiative is focused on building the strong leaders that form the foundation of our schools and ultimately foster improvements in learning for disadvantaged children. Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. The HCPS Principal Pipeline offers the unique and valuable opportunity for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County. This has even greater ramifications for our teachers and students in turnaround schools, which is the focus for the Wallace Foundation. The Wallace Foundation is also working with principals serving low-income children in Tulsa Public Schools (named a Tulsa Top Inclusive Workplace in 2015, Pre-K Program recognized by researchers from Georgetown University as high-quality nationally in 2014) and the District of Columbia Public Schools as those districts develop their own principal pipelines. The program is still too young to produce conclusive data, however, to quote their own research, "D.C. schools overall have seen some of the most impressive increases in attendance and graduation rates in the nation since the redesigned principal supervisor program was launched" (Wallace Foundation, 2016). TUDA results from 2015 support this trend, however, as they continue to be the fastest improving urban school district in the U.S., even outperforming charter schools with regards to growth. Past Wallace Foundation initiatives have: provided support to The National Board for Professional Teachers Standards to

increase the number of National Board Certified teachers working in low-income communities; assisted The National Council for Accreditation of Teacher Education in Washington, D.C. to revise a system of professional development accreditation; and supported The National Commission on Teacher and America's Future in New York City to help twelve states reform their systems of teacher preparation and licensing.

Evidence of Impact: Cross & Jofus implemented the Learning Network model across the state of Kansas from 2008-2013. All 36 LEAs and 43 schools in Kansas that were identified as on improvement, corrective action, or restructuring as defined by the No Child Left Behind Act were included. The results of this work were impressive. According to evaluations of participating LEAs conducted by graduate students at George Washington University's Graduate School of Education and Human Development (evaluations available upon request):

- On average, students in participating LEAs consistently increased achievement scores on state reading and math assessments at a faster pace than students in non-Network districts.
- Network districts outperformed non-Network districts in 64 percent of the achievement comparisons in reading and in 57 percent of the achievement comparisons in math.
- In 2009-10, 23 out of 32 schools (72.0%) made AYP after the first year of working with a Learning Network coach.
- Over two-thirds (68.2%) of score comparisons to 2008-09 exhibited a significant increase over two years in reading and math for schools that worked with a coach in both 2009-10 and 2010-11.
- School and district administrators in districts making the greatest gains attributed much of their success to participation in The Learning Network.
- The vast majority of stakeholders involved in The Learning Network—including school, district, and State administrators—found great value in their participation.

During the first year of implementation of The Learning Support Network in Washington, DC during 2014-15, graduate students from GW's Graduate School of Human Development found that:

- Most of the schools were on track to implement most of the goals from their action plans.
- These action plans aligned well with OSSE's theory of action for school improvement and were perceived as valid and important strategies by principals.
- Most principals agreed that their transformation coaches were engaged in the implementation of the action plan.
- Supports provided by the coaches ranged from full-day visits; developing and reviewing lesson plans; observing teachers and providing feedback; creating community partnerships; providing new professional development for teachers, staff, and administrators; and directly supporting the principal in implementing the action plan.
- Due to the coaches' participation in the implementation of the action plan, principals have stated that they have seen professional growth within themselves.
- Principals stated they have grown to be better managers and improved their leadership skills.
- All of the principals stated that the action plan is the correct foundational step to having a positive impact on students' performance. The level of impact initiated by the action plan varies by school, but overall it is viewed as positive. Principals view the action plan and

support from coaches as good tools that can and do contribute to increasing student academic performance. The principals believe the action plan will be key for them to have success this year and in the future.

HCPS has developed a strong local partnership with the University of South Florida. For example, Mort Elementary, one of the seven schools targeted for turnaround, has a partnership with The University of South Florida for twenty teachers who are working toward their Education Specialist degree. The program is embedded in the school which includes coursework during early release days. The partnership between HCPS and USF has also produced a unique Turnaround Principals Education Specialist Degree program. The program is specifically designed to address turnaround and underperforming school contexts. An appreciative inquiry orientation and action research capstone project enable candidates to work in teams to develop and implement an improvement plan based on analysis of school data, climate and culture inventories, site-specific interviews and observations, applicable research-based perspectives and strategies, and effective program evaluation practices. As a result of being enrolled in the program, students will develop their ability to make student-centered decisions through integration of rigorous analysis of theory, research, and exemplary practices with authentic, engaging inquiry and problem-based learning. Two of the principals in these seven schools are currently enrolled in this program. The goal is for students graduating from this program to be equipped to tackle the challenges of turnaround.

There is clear evidence that the hybrid model and new support structure will increase student achievement. For example, the principal at Sligh Middle School is a direct graduate from the HCPS Principal Pipeline developed in partnership with the Wallace Foundation. The principal coach, directly supporting the principal, has a record of school success. The principal worked directly with the Human Resources department and the area support team for initial and continuing assistance. The Area Superintendent has a proven record of turnaround in our own district at Middleton High School. The efforts were recognized by the U.S. Department of Education and featured in *Doing What Works*. The Area Superintendent reapplied for the position and went through a rigorous process created with the support of Cross and Joftus. The Office of School Improvement, now within the newly created Office of Strategy Management, supported the principal and Area Superintendent in developing extended learning time (with the use of SIG funds) to meet the needs of all students in a fluid personalized system. As result, Sligh has increased their school grade to a C.

To maintain success and provide focused support, HCPS is choosing the hybrid model as indicated by the disaggregated data and the need to revise all turnaround plans.

Phase 2

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

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

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

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

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

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

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

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

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

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

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

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

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

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

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

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

Area of Focus 1

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

Area of Focus 2

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

Area of Focus 3

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

Area of Focus 4

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

Area of Focus 5

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

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

HCPS is implementing the hybrid model. The hybrid model includes Area of Focus 3 as determined through data analysis.

As a component of the hybrid model, Area of Focus 3 in DMT is included as determined through data analysis. HCPS shall ensure instruction is differentiated to meet the needs of students by utilizing the Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, the schools will begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows: Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings; Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction; and Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to, and aligned with, core and supplemental academic and behavior, curriculum, instruction, and supports the problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students’ response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

- I. Define the problem by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”
- II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.
- III. Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Progress monitoring to ensure differentiation occurs and that all students' needs are met will be conducted at the school level and also with the Area Leadership Teams. The Area Leadership Teams will progress monitor biweekly. Progress monitoring will include data analysis, walkthroughs, Instructional Leadership Team work (focus on student work), and problem solving.

Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

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

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Building District Capacity

School level support is provided by The Area Superintendent and the Area Leadership Team. The Area Leadership Team includes the following members: Principal Coach, MTSS/RtI Facilitator, ESE Supervisor, ELL District Liaison, 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, math, and science. 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. To ensure the direct support to the school is effective, a reapplication process for the position of Area Superintendent was implemented. HCPS conducted a nationwide search for instructional leadership, the Area Superintendent. The rigorous application process was developed with the expertise of Cross & Joftus.

Additionally, with the support of Cross & Joftus, HCPS has already accomplished the following:

- Developed the Leader Standards and Principal Supervisor Standards for the district.

- Identified how leader standards are demonstrated through four phases of the district's principal pipeline, from teacher, to Assistant Principal, to aspiring principal to principal.
- Systemically aligned all principal pipeline curriculums to the Leader Standards.
- Trained all Area Superintendents (principal supervisors) in a new model for assessing principal development needs, identifying high performers for promotion or more challenging roles, differentiated development and succession planning.
- Developed vacancy model used to assess the strength of the principal pipeline, and the vacancies anticipated over the next 3 school years.
- Redesigned the principal recruitment, screening and selection processes.
- Trained and developed principals in how to use teacher evaluation data to build capacity school wide.

Cross & Joftus will continue to provide professional development and support to the new Area Superintendents who will support, and evaluate, the principals at these seven turnaround schools. The start date of the new Area Superintendents will be July 1, 2016. The Area Superintendents and Area Leadership Teams will progress monitor these seven schools through bi-weekly support meetings. 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.

Building School Capacity

The building of school level capacity is supported by the district in various ways, including unit and personnel analysis, problem solving, progress monitoring, and Title 1 support. Cross divisional collaboration occurs, beginning with the basic allocation of units, an analysis of the effectiveness of the assigned personnel, and the building of a supportive structure with the addition of units and services. The principal works in partnership with the Title 1 office to utilize their Title 1 budget effectively, adding additional layers of support that data corroborates. Personnel added includes additional content coaches, guidance counselors, psychologists, social workers, and student success coaches, providing additional resources that allow for students to be successful.

In an effort to recruit and retain teachers, all seven schools participate in the Salary Differential program. The salary differential is paid as a flat rate bonus to all eligible instructional employees who meet the criteria (highly qualified, effective or highly effective evaluations, required PD based on their Individual Professional Development Plan).

Quality schools require quality personnel. A fully-released principal coach for turnaround, a veteran principal with a track record of successful school turnaround, has been added to support the principals of turnaround schools. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. Our Human Resources Department is a crucial part of our efforts to support our schools through recruitment and retention of the most highly qualified and effective teachers. Each of our seven schools has an HR Partner assigned to ensure that all teachers are highly qualified and are effective/highly effective. The determination of effective/highly effective status is based on three year trend data comprised of VAM scores and observation

data. Additionally, the principal works directly with the General Manager of Personnel Services to support the specific needs of the school as it relates to personnel.

As a component of the the hybrid model Area of Focus 3 in DMT is included as determined through data analysis.

HCPS shall ensure instruction is differentiated to meet the needs of students by utilizing the Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework. PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, the schools will begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows: Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports the problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students’ response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

- I. Define the problem by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”
- II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

- III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"
- IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Progress monitoring to ensure differentiation occurs and that all students' needs are met will be conducted at the school level and the Area Leadership Teams. The Area Leadership Team progress monitor biweekly and include: data analysis, walkthroughs, Instructional Leadership Team focus on student work, and problem solving.

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. Teachers will have an opportunity to meet their mentors during New Teacher Orientation, which occurs prior to the beginning of the school year. New teachers hired after New Teacher Orientation and prior to the end of the second nine weeks will receive a mentor within ten working days of their start date. Other educators who support the new teacher will work closely with the mentor in order to meet the teacher's needs. The mentor will be responsible for maintaining the new teacher's TIP folder and documentation, including the Accomplished Practices form, the Action Plan, and other forms related to the successful completion of the Teacher Induction Program. The site administrator and mentor will meet at least quarterly to discuss the new teacher's progress. The site administrator and mentor will review and initial the TIP Action Plan once the teacher has demonstrated completion of each requirement. At the end of successfully completing the two-year program, the site administrator, mentor, and teacher will all sign the Accomplished Practices Form. Non-education majors will be enrolled in TIP, or if not, can be enrolled either in the district Alternative Certification Program (ACP), or the Science and Math Accelerated Readiness for Teaching (SMART) Program.

The Instructional Leadership Academy was developed to strengthen support through coaching. This academy is offered to academic and instructional coaches in all content areas, K-12. This academy is offered to give instructional coaches the foundation of core leadership and coaching skills through a series of ten modules that are aligned with the Instructional Specialist rubric, and includes resources and follow-up activities. These modules include Kotter's work in facilitating change, interpersonal skills, diversity and group process, coaching and mentoring, instruction, and data analysis. Follow up support is provided by school-based leadership and district content supervisors.

HCPS has developed the Hillsborough Principal Pipeline to build school leadership capacity. The HCPS Principal Pipeline was created in partnership with the Wallace Foundation, the New Teacher Center, and Education Development Center. HCPS used the quality measures rubric to assess and improve the preparation programs. The pipeline consists of four rigorous district programs: Future Leaders Academy, Assistant Principal Induction Program, Preparing New Principals, and Principal Induction Program. These are based on the core competencies of school leaders: Achievement Focus and Results Orientation, Instructional Expertise, Managing and Developing People, Culture and Relationship Building, Problem-Solving, and Strategic Change Management. The entry into the programs is based on a thorough screening process. Applicants submit a written response, they are interviewed by a team, and they participate in scenario based role plays. The applicants are accepted into the program based on the evaluation of all three portions of the screening process. Applicants not accepted into the program receive one-on-one feedback so that they can make improvements and apply for the next cohort. The Future Leaders Academy is a six month program during which aspiring teacher school leaders are provided with tools and training designed to enhance their leadership practice and to become a successful assistant principal. The Assistant Principal Induction Program is a two year program designed to prepare assistant principals for their assigned tasks and responsibilities and, more importantly, to help them develop as leaders who are able to positively influence and develop school culture, working conditions, and overall student and teacher learning. The purpose of the two year Preparing New Principals program is to recruit, hire, and develop school principals who are able to positively impact and improve teaching in schools, leading them to success. In creating a successful leadership program it is essential that principals have continued support and training in the first two years. The Principal Induction Program builds the capacity of the first and second year principal as effective instructional leaders who are able to confidently focus on teaching, student learning, school culture, and working conditions.

Lockhart Elementary

Effective Leadership- The principal has a principal coach and the additional fully released principal coach for turnaround. The Principal is a member of the Turnaround Principals Education Specialist Degree Program developed as a partnership between HCPS and the University of South Florida. In addition, she is a part of the School Leaders Network which provides support and time with other principals in professional development.

Public and Collaborative Teaching- Common planning time within the master schedule is provided for teachers to collaborate. As shown in the data, there is a need for additional time to plan. Therefore, the Professional Learning Communities (PLCs) are restructured on Tuesdays with less faculty meetings. In addition, the quality of planning time will be supported by the Area Leadership Team. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them by Sharon Taberski with Jim Burke. Corwin, 2015.; The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them by Leslie Blauman with Jim Burke Corwin, 2015.; The Common Core Mathematics Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015.; The Common Core Math Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015. The resource provides teachers with a planning framework in teaching and decoding the Florida Standards. Additional opportunities for growth are provided by the Teacher Incentive Fund grant, allowing teachers to engage in professional development and action research individualized to their needs.

Ambitious Instruction-Teachers are provided job-embedded professional development with fully released school-based coaches which include: a Reading Coach, a Math Coach, a Writing Coach, and a Science Coach. An ESOL Resource teacher is assigned to support strategies within the classroom to meet the needs of students who speak English as their second language. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). An Academic Intervention Specialist is assigned to work specifically with students in early primary grades who are below level. Through the Teacher Incentive Fund grant a Lead Teacher is assigned to build capacity with teachers based on individual needs and are also assigned students to support. Further data, within Domain 3: Instruction, indicate the need for professional development in higher order questioning and student engagement. The Instructional Leadership Team, in conjunction with PLCs, will focus on student work samples to monitor for high level performance resulting from questioning and engagement in the classroom. Teachers will be provided time to observe other teachers who excel in those areas and utilize the skills to continue progress within PLCs. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support in lesson development and delivery, specifically with regards to questioning and student engagement. The magnet school attractor at Lockhart is Creative Science and Project Lead the Way. Both areas of focus will be infused within lesson planning to enhance student engagement. iReady will continue to be used for extended reading time to support students. The Headstart program is implemented at Lockhart to provide early education for students. The Headstart teachers and Kindergarten teachers collaborate to meet the needs of students.

Safe and Supportive Environment- This past spring the site-based leadership team visited exemplary schools with highly effective behavior management systems. The Problem Solving Leadership Team (PSLT) is currently revising their Positive Behavior Plan to include a more

comprehensive common language (CHAMPS) school wide. They are strengthening the Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) process by connecting the Instructional Leadership team with PLCs and student work analysis. Students will be supported through the formalized mentoring system Check and Connect. Additional services to support the whole child include a full time: Guidance Counselor, Psychologist, and Social Worker.

Family and Community Engagement- A new parent resource room is being created, at the request of parents and mentors, to help support students at home. As indicated by the data, there will be additional and more frequent communication from the school through the school newsletter and Parent Link. The communication will include ways parents can support their students, information about the new parent resource room, and important dates and events to keep all stakeholders informed. Numerous school academic and relationship building activities will continue, such as the Science Technology Engineering Arts Math night. The Sanchez and Just Full Service Centers support Lockhart families by promoting family engagement through resources and assistance. The U.S. District Attorney's Office will continue to mentor over 100 students. The partnerships between the Tampa Bay Buccaneers and local churches will continue in providing books and incentives for students and teachers.

Potter Elementary

Effective Leadership- The principal has a principal coach and the additional fully released principal coach for turnaround, who will focus more heavily on supporting the newly appointed principal and leadership team at Potter. Since the newly appointed principal arrived at Potter, she has gathered data and conducted interviews with all stakeholders to begin the restructuring of the school.

Public and Collaborative Teaching- Over 50% of the faculty will be new to Potter Elementary. The HR Partner assigned to Potter, along with an additional HR Partner, have assisted the principal since her arrival with interviewing and hiring new staff members. Common planning time within the master schedule is provided for teachers to collaborate. The structure and protocols will be established within PLCs. The instructional Leadership Team will be established and a way of work will be developed to connect with PLCs. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them by Sharon Taberski with Jim Burke. Corwin, 2015.; The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them by Leslie Blauman with Jim Burke Corwin, 2015.; The Common Core Mathematics Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015.; The Common Core Math Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015. The resource provides teachers with a planning framework in teaching and decoding the Florida Standards. iReady will continued to be utilized in Extended Reading Time. iReady is an adaptive online reading program, closely aligned to Florida Standards. It includes complex texts, including both informational and literacy texts, as well as close reading and thoughtful use of textual evidence. Based on diagnostic results, iReady automatically provides both individualized online and teacher-led instruction targeted to each student's unique needs.

Ambitious Instruction- Teacher evaluation data will be reviewed when teacher hiring is complete to determine trends and areas of strengths and potential areas for support. The Human Resource Partner is working directly with the principal in the recruitment, screening, and interview process. The re-established Problem Solving Leadership Team (PSLT) will focus on Tier I core strategies. The MTSS/RtI Coach (.50) will directly support teachers in the process. The MTSS/RtI Coach (the other .50) works with McLane Middle School, (Potter is the feeder elementary school). The newly created Teacher Talent Developer (TTD) is a master teacher who directly works with students and provides job-embedded support to teachers based on their individual needs. The Teachers are provided job-embedded professional development with fully released school-based coaches which include: two Reading Coaches, two Math Coaches, a Writing Coach, and a Science Coach. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support based on the individual needs of the teachers. An ESOL Resource teacher is assigned to support strategies within the classroom to meet the needs of students who speak English as their second language. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). An Academic Intervention Specialist is assigned to work specifically with students in early primary grades who are below level. The School Improvement Grant provides extended learning time to address the summer learning gap. Highly effective teachers are recruited from across the district to provide highly engaging lessons in ELA, math, and STEM. The program includes student elective activities, during the school year, such as drumming, dance, art, and sports. The Headstart program is implemented at Potter to provide early education for students. The Headstart teachers and Kindergarten teachers collaborate to meet the needs of students.

Safe and Supportive Environment- The leadership team is convening the staff for early pre-planning to establish routines and create the new school-wide expectations and behavior plan. The plan will include Positive Behavior Supports through recognitions and celebrations (Potter Positives). Input and ownership into the plan will occur with the full faculty during early pre-planning. Facility restoration is occurring during the summer to provide a welcoming environment conducive to learning. Personnel to support the whole child include: a full time Guidance Counselor, Psychologist, Social Worker, and Behavior Specialist. Peer mediation and mentoring groups will be established based on the MTSS/RtI data. Character Education will be infused throughout teaching and in guidance groups.

Family and Community Engagement- The communication will include ways parents can support their students and important dates and events to keep all stakeholders informed. As data indicate, community partnerships need to be increased. The Parent Involvement liaison will work with the HCPS Parent and Community office to establish additional community partnerships to support the school. The calendar of school academic and relationship building activities will be developed to build the relationship between parents and the community. The partnerships between the Tampa Bay Buccaneers, a local church, and All Pro Dads will continue in providing books, mentoring, and incentives for students.

Gibson Elementary

Effective Leadership-The current principal is a veteran principal of 10 years. Recent data, as indicated in the needs assessment, shows a slight decrease in the level of positivity felt by the staff towards the school leadership. The principal met with the leadership team to gather their input regarding specific strategies she could implement to improve her support of the faculty. The focus group indicated a need for improvements of the school campus. Further correlation of the data indicates the staff saw a decline in the facilities category from 74.7% in 2015 to 62.0% in 2016. The Division of Operations will conduct a walkthrough needs assessment with the principal and Area Superintendent and create a plan to address the school campus. Additionally, she will receive support from the fully released principal coach for turnaround.

Public and Collaborative Teaching- Common planning time within the master schedule has provided for teachers to collaborate. As shown in the data, there is a need for additional time to plan. Therefore, the Professional Learning Communities (PLCs) are restructured on Mondays with less faculty meetings. In addition, the quality of planning time will be supported by the Area Leadership Team. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: *The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them* by Sharon Taberski with Jim Burke. Corwin, 2015.; *The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them* by Leslie Blauman with Jim Burke Corwin, 2015. ; *The Common Core Mathematics Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them* by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015.; *The Common Core Math Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them* by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015. The resource provides teachers with a planning framework in teaching and decoding the Florida Standards. In addition, CogMed will be utilized to enhance the brain-based working memory of students. CogMed is a cognitive working memory training computer-based program developed by world-renowned neuroscientist Dr. Torkel Klingberg. CogMed Working Memory Training is the only cognitive training program to focus exclusively on training working memory, a critically important cognitive function. Working memory is our ability to hold information in mind and to use that information in our thinking to perform tasks. It is essential for attention and focus and plays a critical role in children's academic achievement. Istation will continue to be utilized as a support for reading intervention. Istation is a computer adaptive program that guides students through explicit, direct, and systematic research-based content that identifies students' individual needs.

Ambitious Instruction- The further disaggregation of data indicates a full needs assessment of the technology at Gibsonton Elementary is required. The Instructional Technology Division will conduct a walkthrough needs assessment with the principal and Area Superintendent in order to create a plan that will address the technology needs of the school. Teachers are provided job-embedded professional development with fully released school-based coaches which include: a Reading Coach, a Math Coach, a Writing Coach, and a Science Coach. An ESOL Resource teacher is assigned to support strategies within the classroom to meet the needs of students who speak English as their second language. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). An Academic Intervention Specialist is assigned to work specifically with students in early primary grades who are below level. The newly created Teacher Talent Developer (TTD) is a master teacher who directly works with students and provides job-embedded support to teachers based on their individual needs. The Instructional Leadership Team, in conjunction with PLCs, will focus on student work samples to monitor for high level performance resulting from questioning and engagement in the classroom. Teachers will be provided time to observe other teachers who excel in those areas and utilize the skills to continue progress within PLCs. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support in lesson development and delivery in questioning and student engagement. The Headstart program is implemented at Gibsonton to provide early education for students. The Headstart teachers and Kindergarten teachers collaborate to meet the needs of students.

Safe and Supportive Environment- The faculty is engaged in a school-wide professional development book study that addresses students in poverty. The professional reading materials include: Marsh, M.M. & Vorbeck, T.T. (2010). *(Mis)understanding families: Learning from real families in our schools*. New York, NY: Teachers College Press.; Van Tassel-Baska, J. (2010). *Patterns and profiles of promising learners from poverty: The critical issues in equity and equality in gifted education*. Waco, TX: Profrock Press.; Jensen, E. (2013). *Engaging students*

with poverty in mind: Practical strategies for raising achievement. Alexandria, VA: ASCD.; Jensen, E. (2009). *Teaching students with poverty in mind: What being poor does to kids' brains and what schools can do about it.* Alexandria, VA: ASCD. Further exploring and understanding the students at Gibsonton the lessons learned from the book study will apply in strengthening the MTSS/RtI process, instructional strategies schoolwide, and fostering the relationships with students as indicated in the data. During the summer planning, the school-wide behavior plan will be revised focusing on Positive Behavior Supports (PBS). Student leadership roles will be implemented within PBS to support student growth in service learning and leadership. A Behavior Assistance Team will be implemented for support and problem solving with individual students and their behavior plans. Personnel to support the whole child include: a full time Guidance Counselor, Psychologist, and Social Worker.

Family and Community Engagement- As indicated in the data, there will be additional and more frequent communication in the school newsletter and Parent Link informing parents of extended learning opportunities. The communication will include ways parents can support their students, becoming members of Parent Teacher Association and/or School Advisory Council, and important dates and events to keep all stakeholders informed. Numerous school academic and relationship building activities will continue such as recognition programs, flexible parent conferences, and the STEM event. The partnerships with the Mosaic, Kiwanis, Feeding Tampa Bay Apprenticeship, Showmans Association, and MacDill Airforce Rising Stars Program will continue to provide support to Gibsonton Elementary.

Mort Elementary

Effective Leadership- The experienced turnaround principal is a part of the Partnership for School Success through the Council for Education Change. The Principal is a member of the Turnaround Principals Education Specialist Degree Program developed as a partnership between HCPS and the University of South Florida. In addition, he is a part of the School Leaders Network which provides support and time with other principals in professional development.

Public and Collaborative Teaching- Common planning time within the master schedule is provided for teachers to collaborate. Planning time includes faculty meetings that infuse school wide support based on targeted needs. The needs are based on weekly administrative and leadership team coaching cycles and teacher data. Mort Elementary has a partnership with The University of South Florida for twenty teachers who are working toward their Education Specialist degree. The program is embedded in the school which includes coursework during early release days. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: *The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them* by Sharon Taberski with Jim Burke. Corwin, 2015.; *The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them* by Leslie Blauman with Jim Burke Corwin, 2015.; *The Common Core Mathematics Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How To Teach Them* by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015.; *The Common Core Math Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How To Teach Them* by Linda M. Gojak and Ruth Harbin Miles Series Creator: Jim Burke. Corwin, 2015. The resource provides teachers with a planning framework in teaching and decoding the Florida Standards. Imagine Learning will be utilized in kindergarten and first grades. iReady will be the curriculum used for extended reading time. iReady is an adaptive

online reading program, closely aligned to Florida Standards. It includes complex texts, including both informational and literacy texts, as well as close reading and thoughtful use of textual evidence. Based on diagnostic results, iReady automatically provides both individualized online and teacher-led instruction targeted to each student's unique needs.

Additional opportunities for growth are provided by the Teacher Incentive Fund grant where teachers engage in Professional Development and action research individualized to their needs.

Ambitious Instruction- Teachers are provided job-embedded professional development with fully released school-based coaches which include: two Reading Coaches, a Math Coach, a Writing Coach, and a Science Coach. An ESOL Resource teacher is assigned to support strategies within the classroom to meet the needs of students who speak English as their second language. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). An Academic Intervention Specialist is assigned to work specifically with students in early primary grades who are below level. The newly created Teacher Talent Developer (TTD) is a master teacher who directly works with students and provides job-embedded support to teachers based on the individual needs of the school. Through the Teacher Incentive Fund grant, a lead teacher is assigned to build capacity with teachers based on individual needs and are assigned students to support. Further data, within Domain 3: Instruction, indicate the need for professional development in higher order questioning and student engagement. The Instructional Leadership Team, in conjunction with PLCs, will focus on student work samples to monitor for high level performance resulting from questioning and engagement in the classroom. Teachers will be provided time to observe other teachers who excel in those areas and utilize the skills to continue progress within PLCs. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support in lesson development and delivery in questioning and student engagement.

Safe and Supportive Environment - The school is structured into grade level houses similar to the middle school teaming model. In the intermediate grades teams will be departmentalized by groups of teachers and content that mirrors middle school. This model provides teachers with a concentrated content focus for planning. The students are grouped by houses, allowing the teachers to meet in PLCs to problem solve, plan, and analyze student work. The students are strategically placed into groups based on their needs and teacher strengths. This model began at the beginning of last year and data indicate that the structure helps support the whole student, academically and emotionally. This strategy will continue this year with the revision to include intermediate departmentalization.

Family and Community Engagement- To better serve the needs of the students and families in the area, The Community School Model was approved on Tuesday June 14, 2016 at Mort Elementary. The creation of the Community School model at Mort Elementary will form an alliance with community resources, creating an integrated focus on academics, health issues, social services, and community engagement to improve student learning, build stronger families, and create a healthier community. This model will assist families in accessing resources to obtain secure housing, food, clothing, employment, and other needed social services. The faculty and staff will strive to meet the immediate needs of families by expanding the capacity of existing resources on campus, such as the food pantry and clothing closet. A Parent Resource Center will be established to include wellness activities and classes based on input from the community. The program partners will form a Leadership Council, charged with oversight of the development and ongoing maintenance of the Community School model at Mort Elementary, helping to meet the evolving needs of the school and community being served. Program partners include The School Board of

Hillsborough County, Children's Home Society of Florida, University of South Florida, University Area Community Development Corporation, Tampa Family Health Center, and Tampa Innovation Alliance.

Memorial Middle

Effective Leadership The principal is a part of the School Leaders Network which provides support and time with other principals in professional development. In addition, the principal will have support from the additional fully released principal coach for turnaround.

Public and Collaborative Teaching- Additional common planning time within the master schedule will be provided for teachers to collaborate as indicated through the data. Another modification in the schedule includes high student interest clubs to provide opportunities for a variety of experiences through exploration. Urban Farming within science will be added to enhance student engagement. The Instructional Leadership Team, in connection with PLCs, will focus on student work samples to enhance student engagement and achievement. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Jim Burke. Corwin, 2013.; The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Ruth Harbin Miles and Lois A. Williams., Corwin, 2016. Memorial teachers are a part of the Teacher Incentive Fund grant, which provides professional development specific to the teachers' needs. There will be 23 teachers actively engaged in the inquiry based projects determined by their students' needs, and aligned to their instructional practice.

Ambitious Instruction-Additional disaggregation of the data indicates professional development support in Domain 3: Instruction in the areas of questioning and student engagement. Job-embedded professional development will be provided by fully released site-based coaches in: Reading, Writing, Math, and Science. The lead teacher will provide job-embedded professional development based on the specific needs of the teacher. The focus for the coaches will be support for teachers in planning and the delivery of higher order questioning and student engagement. The Area Leadership Team content coaches will provide the tools and coaching for the site-based coaches based on the evaluation data and the Florida Standards. The Springboard English Language Learners curriculum will be implemented to provide a rigorous curriculum for those students. In addition, Frameworks will be implemented to provide students support in thinking skills. Frameworks middle school program incorporates the Promoting Alternative Thinking Skills (PATHS) program. PATHS is a comprehensive SEL curriculum that is evidence-based and proven effective. The program is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them. This program empowers children to handle emotions positively, empathize with other students, resolve conflicts peacefully, and make responsible decisions.

Safe and Supportive Environment- As indicated by the data, student engagement is essential to support the needs of the students. The addition of embedded clubs through the extension of homeroom in the schedule, and relationship building through the mentoring program Check and Connect will provide students with social and emotional support. Personnel to support the whole child include: a full time Guidance Counselor (extra), Psychologist, Social Worker, and a student Success Coach. The PSLT is collaborating to strengthen the student framework of support.

Family and Community Engagement- The After-School All-Stars and the City of Tampa have collaborated with Memorial to provide afterschool academic and social support for students during the school year and during the summer. Additional partnerships include: Seminole Heights Library, Tampa Bay Lightning, and the feeder high school, Hillsborough High through student service learning. As data indicate, community partnerships need to be increased. The Parent Involvement Liaison will work with the HCPS Parent and Community office to establish additional community partnerships to support the school. . Numerous school academic and relationship building activities will continue such as recognition programs, flexible parent conferences, and transition to middle school. To increase the parent and community communication, the frequency of Parent Links and newsletters will increase.

Sligh Middle

Effective Leadership- The principal has a principal coach and the additional fully released principal coach for turnaround. The principal is a part of the Florida League of Middle Schools. In addition, she is a part of the School Leaders Network which provides support and time with other principals in professional development.

Public and Collaborative Teaching- As data indicate, the need for additional planning time is crucial for teachers. The revision of the Sligh master schedule occurred this past spring to reflect the implementation of the middle school teaming model. Teams of teachers will share groups of students to provide focused direct support in PLCs for students and their work. Teachers will have a conference period and team period every day to collaborate with colleagues and build relationships with students. . The Instructional Leadership Team, in connection with PLCs, will focus on student work pieces to enhance student engagement and achievement. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Jim Burke. Corwin, 2013; The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Ruth Harbin Miles and Lois A. Williams., Corwin, 2016.

Ambitious Instruction Additional disaggregation of the data indicates professional development support in Domain 3: Instruction in the areas of questioning and student engagement. Job-embedded professional development will be provided by fully released site-based coaches in: Reading, Writing, Math, and Science. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). The MTSS/RtI Coach (.50) will directly support teachers in the process. The MTSS/RtI Coach (the other .50) works with Edison Elementary School, the feeder to Sligh. The newly created Teacher Talent Developer (TTD) is a master teacher who directly works with students and provides job-embedded support to teachers based on their individual needs. The Instructional Leadership Team in connection with PLCs will focus on student work samples for high level performance in connection with engagement in the classroom and questioning as indicated in Domain 3:. Teachers will be provided time to observe other teachers who excel in those areas and utilize the skills to continue progress within PLCs. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support in lesson development and delivery in questions and engagement. Intensive reading will be eliminated, and in its place the Expert 21 curriculum will be implemented to support students with rigorous text. Expert 21 is a comprehensive English Language Arts curriculum that prepares students for the literacy demands of the 21st Century through a powerful combination of explicit

instruction, inquiry-based learning, contemporary and relevant literature and informational texts, real-world writing and projects, and supportive technology. Expert 21 accelerates the acquisition of standards-aligned literacy skills, while integrating 21st Century competencies to ensure all students are college and career ready. In addition, Frameworks will be implemented to provide students support in thinking skills. Frameworks middle school program incorporates the Promoting Alternative Thinking Skills (PATHS) program. PATHS is a comprehensive SEL curriculum that is evidence-based and proven effective. The program is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them. This program empowers children to handle emotions positively, empathize with other students, resolve conflicts peacefully, and make responsible decisions. The School Improvement Grant provides extended learning time to address the summer learning gap. Highly effective teachers are recruited from across the district to provide highly engaging lessons in ELA, math, and STEM. The program includes student elective activities, during the school year, such as drumming, dance, art, and sports.

Safe and Supportive Environment During the summer planning, the school-wide behavior plan (Excellence Plan) will be revised focusing on Positive Behavior Support (PBS). The focus on PBS with the structure of CHAMPS will be progress monitored through the use of the HERO electronic program. The revision of the master schedule will also create the support structure necessary to help in reducing suspensions, building relationships, and providing support for the students. Personnel to support the whole child include: a full time Guidance Counselor (extra), Psychologist, Social Worker, and Student Success Coach.

Family and Community Engagement- Communication with parents will increase through the use of progress reports sent home every two weeks. Quarterly newsletters and frequent ParentLinks will provide parents with consistent communication regarding their student and information from the school. Quarterly guidance nights will provide an extra layer of conferencing and planning for students as they set goals and plan for the future. To promote the relationships between families and teachers, teachers will email postcards home to families quarterly per content area. Numerous school academic and relationship building activities will continue such as recognition programs, curriculum nights, and health fair. The community liaison will promote activities and foster additional relationships with stakeholders to support the school. The partnerships with the Reeves Dealership, WWE, and a local church will continue to provide support to Sligh Middle School.

Van Buren Middle

Effective Leadership- The principal has a principal coach and the additional fully released principal coach for turnaround. In addition, he is a part of the School Leaders Network which provides support and time with other principals in professional development.

Public and Collaborative Teaching As data indicate, the need for additional planning time is essential for teachers. The enhancement of Van Buren's master schedule occurred this past spring to reflect the implementation of the middle school teaming model. Teams of teachers will share groups of students to provide focused direct support for students and their work. The teams are divided into four houses: University of Florida (UF), University of South Florida (USF), Florida State University (FSU), and University of Central Florida (UCF) The Instructional Leadership Team, in connection with PLCs, will focus on student work samples to enhance student engagement and achievement. Common planning time includes core and vertical planning built within the schedule. To ensure teachers have the necessary tools to effectively provide engaging lessons in teaching the Florida Standards, Instructional Leadership Team members will receive: The Common Core Companion: The

Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Jim Burke. Corwin, 2013.; The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How To Teach Them by Ruth Harbin Miles and Lois A. Williams., Corwin, 2016.

Ambitious Instruction- Additional disaggregation of the data indicates professional development support in Domain 3: Instruction in the areas of questioning and student engagement. Job-embedded professional development will be provided by fully released site-based coaches in: Reading, Writing, Math, and Science. An ESE Specialist will provide support with all teachers in effective ESE strategies that support all Individual Education Plans (IEPs). The Instructional Leadership Team, in connection with PLCs, will focus on student work samples for high level performance in connection with engagement in the classroom and questioning as indicated in Domain 3:. Teachers will be provided time to observe other teachers who excel in those areas and utilize the skills to continue progress within PLCs. The site-based coaches will work with the Area Leadership Team content coaches to provide job embedded support in lesson development and delivery in questions and engagement. Urban Farming within science will be added to enhance student engagement. Intensive reading will be eliminated, and in its place S.P.I.R.E curriculum will be implemented to support students with rigorous text. S.P.I.R.E. is a research-proven reading intervention program for low performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan. In addition, Frameworks will be implemented to provide students support in thinking skills. Frameworks middle school program incorporates the Promoting Alternative Thinking Skills (PATHS) program. PATHS is a comprehensive SEL curriculum that is evidence-based and proven effective. The program is grounded in the science of children's brain development, which has determined that children experience and react to strong emotions before developing the cognitive abilities to verbalize them. This program empowers children to handle emotions positively, empathize with other students, resolve conflicts peacefully, and make responsible decisions. Each student schedule will be reviewed for specific placement into rigorous classes.

Safe and Supportive Environment -As data indicate, the PSLT will engage in revising the school-wide behavior plan focusing on Positive Behavior Supports (PBS). The focus on PBS, layered with the structure of CHAMPS will be progress monitored through the use frequent walkthroughs. The revision of the master schedule will also create the support structure to reduce suspensions, build relationships, and provide support student needs. Faculty members will be trained in Non-violent Crisis Intervention. The support team will strengthen the mentoring program, ensuring students have mentors. A system for onboarding new students will provide school information and support as new students begin their journey at Van Buren. The AKA Sorority supports the girls at Van Buren through mentorship. Personnel to support the whole child include: a full time Guidance Counselor (extra), Psychologist, Social Worker, Behavior Specialist and Student Success Coach.

Family and Community Engagement Communication with parents will increase through the use of quarterly newsletters and frequent ParentLinks to provide parents with consistent communication regarding their student and information from the school. Van Buren offers a transition into middle school camp enabling rising 6th grade students to learn about middle school. Numerous academic and social events are offered throughout the year to build student capacity and relationship building among all stakeholders. The Boys and Girls Club have collaborated with Van Buren to provide afterschool academic and social support for students during the school year and in the summer.

Additional partnerships include: Casper's Mc Donalds, Ameribank, Walmart, Dunkin Donuts, The Tamps Bay Rays, and The Tampa Bay Buccaneers.

Selection of the Hybrid Model

HCPS has selected the hybrid model in order to utilize best practices in strengthening the district's capacity in assisting and collaborating with our schools while providing individualized supports based on data points specific to each school. As is evident in each school's plan, unique challenges are being met with thoughtful solutions. We are looking forward to greater accomplishments as our new Area Superintendents and their Area Leadership Teams begin their work with these turnaround schools, and our fully released principal coach for turnaround principals begins supporting turnaround principals. In addition to specialized plans for each school, the district will build on its own capacity for supporting turnaround schools through work with our outside partners who have a vast, clear, and evident record of providing support to high-poverty, low- performing schools, including Cross & Jofus, the Wallace Foundation, and the University of South Florida.