

**STATE BOARD OF EDUCATION
Action Item**

July 17, 2017

SUBJECT: Review of Turnaround Option Plan for School District of Alachua County

PROPOSED BOARD ACTION

Consideration of Turnaround Option Plan for Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Alachua has one school that requires a new turnaround plan:

- Hawthorne Middle High School

Supporting Documentation Included: 2017-18 Turnaround Option Plan

Invited Presenters: Karen Clarke, Superintendent, Alachua County Public Schools; Robert Hyatt, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Wayne Green, Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2

Alachua County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Hawthorne Middle High School 0201

Hybrid (District-Managed Turnaround and External Partner)

Part I: Needs Assessment

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

District support is provided to all schools designated as “D” or “F” and all are required to complete a SIP using the Florida CIMS online template and the 8-step problem solving process. All SIP’s must identify strategies to achieve the targets, address barriers, and meet district expectations. Schools receive technical assistance from the Curriculum Department to help develop the SIP and plans are reviewed and monitored by the Executive Director for Curriculum. “D” schools will receive additional support from curriculum specialists, the research department, the professional development department and instructional coaches. On-site monitoring will be provided monthly by the district. The district team will monitor student data, ensure that all curriculum is being implemented with fidelity, and give teachers and administrators feedback and support around best practices. The district team will examine student data, to include but not limited to district, standards-based progress monitoring assessment, student attendance and behavior data; teacher attendance; school-wide implementation of Common Board Configuration; alignment of instruction to standards; and survey data from students, parents and teachers during the monitoring visits. The principal will receive a written report based on the information gathered after each monthly monitoring visit.

For 2017, ELA Achievement was down in all categories from 29% to 18% in achievement, from 47% to 35% in gains, and from 51% to 43% in gains of the lowest 25%. Math saw growth in all three areas, achievement rose to 25% from 23%, the gains rose to 39% from 33%, and learning gains of the lowest 25% rose to 51% from 36%. Social studies achievement improved to 56% from 42%, and science achievement rose slightly to 22% from 18%. The graduation rate dropped to 70% from 75%.

All teacher turnover will be related to the removal of ineffective staff. Four teachers have been removed and experienced teachers with a proven record of student success are being recruited. The principal will be replaced with a principal with a track record of improving student performance.

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

Turnaround Option Plan – Phase 2
for districts planning in 2016-17 for implementation in 2017-18

Alachua County Public Schools has shown success with the hybrid district managed/external partner in the 2016-17 school year. Lake Forest Elementary school went from a school grade of F to a C utilizing this option. The district contracted with the Lastinger Center as the External Partner and hired a new principal for Lake Forest this past year and saw much improvement. Change in school leadership is a vital part of this turnaround plan. The new principal will have a track record of success with student data and a commitment to turnaround. Removal of ineffective staff combined with appointing a strong instructional leader will help increase the sense of urgency, protect instructional minutes, and build a school culture of high expectations for all stakeholders.

Part II: Implementation Plan

A. Areas of Assurance

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

District Capacity and Support

The District will support HMHS by hiring an external partner to help manage the turnaround plan. The district hired an external partner, The Lastinger Center, for the first time in 2016-17 to support the Lake Forest Elementary turnaround plan. Lake Forest improved its school grade from an “F” to a “C”. We will do the same for HMHS for the 2017-18 school year.

The Executive Director for Curriculum will work closely with the principal to deploy district curriculum specialists to support teachers in all academic areas. The Executive Director will plan monthly reviews to examine data, provide feedback and support to teachers and administrators, and to coordinate support from the Research and Professional Development departments to provide direct, targeted services based on the findings of the monthly reviews.

The district will also allocate additional units above the district staffing formula so that a comprehensive school schedule can be achieved. All students will receive year-long courses in ELA and math. HMHS will be allocated a dedicated, full-time instructional coach. Professional development will be provided in common board configuration, standards-based lesson planning, and in culturally responsive classroom practices.

School Capacity

Administrators

A new principal will be assigned to HMHS. The district is seeking a principal with a proven record of success with student data and in supporting quality instruction. The principal will be recruited with a salary incentive. The principal will have the autonomy to deploy additional resources and the accountability to use those resources based on data analysis. Additionally, HMHS will be undergoing AdvancEd accreditation in 2017-18. Preference will be for the new principal to be experienced in the accreditation process, so that they are not overwhelmed by having to implement the turnaround plan and prepare for their accreditation. The selection process is underway with a start date to be determined.

Educators

Four teachers have been removed because their student data results on State Assessments did not meet expectations and/or they were not committed to turnaround. HMHS will have priority in hiring of experienced teachers with a proven record of student success. The district will work with the local teachers union to write an MOU for incentive pay for the purpose of recruitment and retention of effective teachers for HMHS and all Priority schools. Teachers recruited from more than fifteen miles from the school will also receive a mileage supplement. All HMHS teachers will receive additional professional development in common board configuration, standards-based lesson planning, and in culturally responsive classroom practices.

B. Areas of Focus

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

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|---|--|
| <input type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input checked="" type="checkbox"/> 2. Instructional Programs | <input checked="" type="checkbox"/> 5. Increased Learning Time |
| <input type="checkbox"/> 3. Differentiated Instruction | |

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

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To address the instructional program needs, the district is going to purchase Reading Edge, by Success For All, to supplement the middle school ELA curriculum. The high school reading teachers will likewise utilize the Teengagement curriculum to supplement the adopted high school ELA curriculum. All ELA teachers will receive district support with implementation throughout the school year.

To address the needs in the area of school leadership, a new principal will be hired. The principal will work closely with an external partner hired to help manage the turnaround plan. Needs assessments show that in addition to a change in leadership, instructional staff, and the addition of external support, there needs to be a shift in school culture to one with a focus on high expectations and the protection of instructional minutes. The school leadership, with the support of district staff and the external partner, must help teachers improve the quality of lesson plans, implement best practices, utilize curriculum materials with fidelity, and engage in frequent data monitoring.

To address the need to increase learning time, the master schedule will be changed to provide year-long ELA and math for all students, who in the past took these as semester courses. A school-wide discipline plan including positive behavior support will be developed and adhered to with fidelity in order to protect instructional minutes during the school day. After school tutoring will be made available for students identified during progress monitoring as needing extra intervention.