



Turnaround Option Plan – Phase 2

Hamilton County School District

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).

Hamilton County High School 0032

Option: DMT & External Partnership

Part I: Needs Assessment

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

The 5Essentials Survey was administered to students, teachers and parents at Hamilton County Middle High School in the Spring 2017. 5Essentials is an evidence-based system designed to drive improvement in schools nationwide. A diagnostic assessment of school effectiveness based on more than 20 years of research, 5Essentials assesses schools’ strengths and weaknesses in five key areas for improving school success and student learning:

- Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success.
- Collaborative Teachers: The staff is committed to the school, receives strong professional development, and works together to improve the school.
- Involved Families: The entire school staff builds strong relationships with families and communities to support learning.
- Supportive Environment: The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
- Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.

76% of students and 78% of teachers responded to this survey and overall performance implementation rating was “weak”.

For the past 3 years Hamilton County High School has earned a grade of “D” after earning an “F” the previous year. Teacher turn-over remains over 50% and the principal was replaced as of July 1, 2017.

An analysis of student achievement data from the 2017 FSA and EOC indicates that the school will in all likelihood fall below a grade of “C”.

ELA proficiency	
7 th	24%
8 th	14%
9 th	32%
10 th	18%

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Math proficiency	
7 th	32%
8 th	26%
Algebra I	26%
Algebra II	2%
Geometry	26%
Science Proficiency	
8 th grade	24%
Biology	31%
US History Proficiency– 21%	

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

The district leadership team has determined that the best turnaround option for Hamilton County High School is a district management turn-around with the DMT external partnership.

The newly elected superintendent has replaced the school principal along with teachers whose state VAM score is less than effective. The district leadership team believes that a DMT external partnership is the best option for providing teachers with support in delivering standards-based instruction and in implementing systems that will lead to school improvement. The support from the DMT external partner will ensure Hamilton County High School achieves a grade of “C” or higher in 2018.

The district is currently considering a proposal with D2D and will enter a performance contract prior to the start of the 2017-18 school year.

Part II: Implementation Plan

A. Areas of Assurance

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

Assurance 1: Contracting with External Organization

Hamilton County School District will enter into a contract with D2D prior to the start of the 2017-18 school year. The external partner will assist with daily operation of the school, following established district policies and procedures for contracting with external providers.

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Assurance 2: Selecting a Successful Organization

The CEO & Founder of D2D is the former Assistant Commissioner for Curriculum and Instruction for Tennessee Department of Education; during her tenure, Tennessee grew more on NAEP in both Reading and Math than any other state.

The Florida Executive Director of D2D is the former Senior Director of School Improvement for Polk County Schools from mid-2013-2017. During that time the number of D/F schools was reduced from 47 in 2014 to 18 in 2017. The Turnaround Region consisted of 25 D/F schools in 2014 to 7 schools in 2017.

The Leadership Coach that will be assigned to Hamilton County High School has over 20 years experience as a school-based administrator, was a high school principal responsible for moving the school from a grade of D to B. He also has experience mentoring a principal at a Turnaround school that moved from a grade of D to C.

The Mathematics Instructional Lead that will be assigned to Hamilton County High School led the Teaching and Learning of 6-12 Mathematics for Pasco County Schools from June 2013 to June 2017. As a former Mathematics Instructional Trainer/Coach at Anclote High School in Pasco County, he helped lead the turnaround efforts at the school moving it from an F school grade in 2010 to an A rating in 2011.

Assurance 3: Instructional Staff

One Reading teacher and one Mathematics teacher whose most recent VAM score was “unsatisfactory” have been removed from the school. There are currently six (6) classroom teacher vacancies at Hamilton County High School. Two (2) of these vacancies are in Mathematics, and there are one (1) each in ELA, Reading, Business Education, & Socials Studies. The district is advertising and recruiting online using teachers-teachers.com as well as the district website. They continue to participate in virtual career fairs and have plans to fill these positions with highly qualified teachers prior to the start of the 2017-18 school year.

District Capacity and Support

The Hamilton County School District, in partnership with the chosen external partner, will determine and provide structures and systems that support the school-based leadership team and teachers in their efforts to improve student achievement and the overall performance of the school.

School Capacity

Administrators

The district has recruited an effective administrator capable of leading the turnaround efforts at HCHS. The new principal at Hamilton County High School is Dr. Felecia Moss. Dr. Moss a proven record of successful school improvement/school renewal efforts.

February 2017-June 2017 Hamilton County School District

Reading Coach: Worked with school, district leaders, and DA team to review data and begin formulating a plan for continuous school improvement by focusing on instruction, curriculum, and environment.

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July 2016-February 2017 Madison County School District

Coordinator Accountability and Planning

Worked with all schools in using data for school improvement:

As a part of the district Academic Services team, supported principals in using data as a part of the learning community with the emphasis on using data to drive the work of the school collaboratively and reflectively.

May 2015-July 2016 Madison County School District

Turnaround Leader and SIG Administrator

SIG Cohort Year 2: Worked with Regional DA team and external lead partner to implement and evaluate assurances and areas of focus as outlined in TOP District Managed Turnaround.

2011-2013 Hamilton County School District

Dr. Moss has strong leadership competencies and has worked with districts as a turnaround leader and SIG administrator. She previously worked with Hamilton County as their transformation specialist. She worked directly with Central Hamilton Elementary School during 2011-2012 school year and their school grade went from an F to a C that year.

Principal Metcalfe Elementary 2005-2010

Dr. Moss was trained in the Florida Continuous Improvement Model through Department of Education Region 2 School Improvement Office and was a participating principal with the Lastinger Center for Learning at the University of Florida, College of Education. She implemented a plan that focused on school culture as a professional learning community, data, high octane teaching and community involvement. During her tenure at Metcalfe Elementary the school's turnaround efforts propelled their school grade from an F to an A in one year. After that year, the school remained a C. Her body of work is documented in the Florida Department of Education school grades reports.

1998-2005 Newberry High School

As an assistant principal and principal in Alachua County, Dr. Moss worked at a small rural school and built a culture of high expectations and higher level courses for all students. During her leadership, Newberry High School grew its AP options, increased the number of students taking and passing higher level and AP courses and the school was consistently a C or higher during her tenure (1998-2005)

Operational flexibility will be negotiated as needed in order to address any policies or procedures that are acting as barriers to school improvement. MDMT External Partner Memorandums of Understanding (MOUs) will be established with the collective bargaining unit to address any contractual issues that are barriers to the way of work at HCHS.

Educators

The district, in partnership with the external partner will provide teachers with training and support in the delivery of standards-based instruction that meets the individual needs of all students. Teachers with unsatisfactory VAM scores will not remain at HCHS. The district will employ strategies in partnership with NEFEC (Northeast Florida Educational Consortium) that will aide in the recruitment and retention of highly effective teachers and provide staffing stability to the school.

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B. Areas of Focus

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

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

The DMT external partner will employ diagnostic assessments that will lead to the implementation of strategies designed to reduce or eliminate internal systemic barriers, and address the unique needs of HCHS. These assessments will identify strengths and weaknesses in academic achievement, professional development, learning environment, instructional leadership, and other school improvement areas.

The Superintendent has restructured the district in order to streamline both human capital and financial resources. Principals and district staff members will have immediate and direct access to the superintendent so that needs are addressed quickly and efficiently.

The Superintendent will coordinate district initiatives as they pertain to HCHS with the selected DMT external partner.