



Turnaround Option Plan – Phase 2

Chamberlain High School, Hillsborough 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).

0761 Chamberlain High

District Managed Turnaround

Part I: Needs Assessment

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

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 and the Area Superintendent analyzed these data points to create the plan. 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.

Effective Leadership- The current principal was appointed on 5/2/17. One Assistant Principal was appointed on 4/10/17 and a second Assistant Principal was appointed on 6/5/17.

Jake Russell was selected as the new principal of Chamberlain High School. Mr. Russell has served as the principal of Sickles High School for 12 years. Sickles received an A grade 10 of the 12 years Mr. Russell led the school. This past school year his A grade increased by 49 points all due to gain scores in ELA and Math and bottom quartile growth in ELA and Math. His school also increased its graduation rate by 2%. The greatest area of growth was with his Hispanic students. Mr. Russell was selected as Lead Principal by the district.

At Sickles High School, under Mr. Russell’s leadership, the school increased the graduation rate each of the prior 3 years, increased high school acceleration each of the prior three years, increased FSA Algebra 2 EOC % 3+ each of the prior three years, increased FSA Math Achievement each of the prior three years, and increased the total points earned for school grade each of the prior three years. For each of the past two years the school showed gains in ELA and Math and Lower Quartile ELA and Math.

Mr. Russell was given the opportunity to replace two assistant principals, a curriculum specialist, a guidance counselor and the Department Heads for both Math and English.

Both assistant principals, Dr. Jazrick Haggins and Ms. Jody Woods, have worked with Principal Russell in the past. Dr. Haggins worked at Sickles High School for four years with Mr. Russell before being promoted to APC at Middleton HS. Dr. Haggins elected to move into the same position at Chamberlain. Ms. Woods also worked with Mr. Russell for four years at Sickles HS before being promoted to APA at Gaither HS. Jody elected to move into the same position at Chamberlain. These administrative moves provide Chamberlain with a cohesive administrative team that has a proven track record of success.

	2015-16	2016-17
School Leadership TELL*	64%	79%
My principal cares about me SCP** students	28%	32%
My principal is an effective leader SCP parents	68%	32% (n=22)

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*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

Public and Collaborative Teaching

	2015-16	2016-17
Teacher Leadership TELL	63%	68%
Professional Development TELL	73%	80%
Time (for collaboration, planning, and instruction) TELL	67%	65%

Ambitious Instruction

	2015-16	2016-17
9 th Grade GPA 2.0+	66%	66%
9 th Graders passing core ELA & Math Courses	68%	61%
Grad Rate (lag data)	69%	72%
Students meeting Algebra requirement	96%	95%
Students meeting ELA requirement	94%	84%
ELA Achievement	27%	27%
ELA Gains	37%	24%
ELA Lower Quartile	31%	30%
Math Achievement	23%	24%
Math Gains	25%	31%
Math Lower Quartile	24%	36%
Science Achievement	25%	35%
Social Studies Achievement	56%	51%
Acceleration	35%	28%
Instructional Practices and Support TELL	71%	79%

Teacher Evaluation Data-2016-2017 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning & Preparation	0%	17%	76%	7%
Domain 2 The Classroom Environment	0%	12%	86%	2%
Domain 3 Instruction	0%	40%	55%	5%
Domain 4 Professional Responsibilities	0%	12%	79%	9%

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

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principal will work with the HR Partner through the pool process to facilitate movement of unsatisfactory teachers.

Safe and Supportive Environment

	2015-16	2016-17
% of Students 90%+ Attendance	72%	74%
% of Students 0 Suspensions	64%	65%
Managing Student Conduct*	55%	71%
I have a mentor or someone who helps me succeed**	57%	52%

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

Family and Community Engagement

	2015-16	2016-17
The school is supported by the community**	53%	18% (n=22)
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	65%	18% (n=22)
Students are encouraged to participate in school and community events**	68%	30% (n=23)
Overall Community Support & Involvement*	61%	67% %

*Teaching Empowering Leading and Learning Survey

**School Climate and Perception Survey

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

District-Managed Turnaround was chosen to utilize proven best practices to strengthen district capacity in order to support our schools and provide individualized strategies based on trend data points specific to each school. In addition to specific plans for each school, The Area Superintendent and Area Leadership Teams provide direct support and monitor the strategies and overall plan. To maintain success and provide specific support, HCPS is choosing the District-Managed Turnaround model to ensure success based on the disaggregated data.

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

School level support is provided by The Area Superintendent and the Area Leadership Team. The Area Leadership Team includes the following members: Principal Coach, 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. 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.

School Capacity

Administrators

We are investing in the future by investing in school leaders. Our principals and assistant principals have a broad impact on our schools, our students and our community. By investing in our principals, we are investing in our children and our community. Strong leaders form the foundation of our schools and ultimately impact the success of both our teachers and our students.

Hillsborough Principal Pipeline: We all win when our principals and teachers are empowered and provided with the right support. And we all benefit when our students are better prepared for college or a career. With these goals in mind, Hillsborough County Public Schools is transforming the way we identify and train our aspiring leaders, through the Hillsborough Principal Pipeline. From the beginning of the Pipeline, with the Future Leaders Academy, or at any point in between, strong and long lasting relationships are built with current and future leaders, all of whom will become part of a support network that includes mentors, coaches and fellow participants.

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. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other’s leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

Pipeline participants engage in professional development courses that include both leadership and technical training aligned with state leadership standards and District leadership competencies. The program prepares current and future school leaders to effectively serve as *instructional leaders, managers of human capital and organizational/systems leaders*. The Hillsborough 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.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master’s Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting on and studying effective practices in turnaround schools. Upon completion of their Master’s Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master’s in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district’s Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district’s Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

Educators

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores. Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers’ professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits.

We will support teacher development in two main ways: Job-embedded Professional Development and Evaluation.

Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning.

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Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness:

a. Principal / School Administrator

b. Student Achievement Data -

By considering input from student achievement data and observations, we gain a more comprehensive picture of a teachers practice. We can, therefore, achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

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

Efforts to Recruit Teachers for Turnaround Schools

HCPS recognizes that teachers have more influence on student learning than any other school factor, followed by the leader. For years, high-need schools have struggled to attract and retain experienced personnel with proven records of success. In an effort to increase recruitment and retention rates in high-need schools, HCPS leadership will give priority to personnel who have successful experiences in high-need schools once they express interest in advancing through the Hillsborough Principal Pipeline as well as when they seek district or school administrative positions. The Turnaround Leadership Pathways (TLP) has established guidelines, with the express purpose of recruiting aspiring administrators to teach in high-need schools, providing them the opportunity to develop their capacity to lead by learning on-the-ground in turnaround schools. Empowering teachers as leaders is essential to motivating and retaining veteran teachers (Vanderhye, 2015). The Community Assessment Team (CAT) (8/17) focused heavily on the need to recruit highly effective teachers to turnaround schools. The TLP is one way in which the district has focused efforts on recruiting highly effective teachers to high needs schools.

HCPS currently utilizes differentiated pay for teachers and administrators in high needs schools. The Salary Differential Program is utilized to provide stability and equity to the highest needs schools and to attract and retain quality teachers. The program is created with a set of criteria that need to be met in order to receive the salary supplement. The criteria require that the teacher have an overall satisfactory evaluation, be highly qualified in their position.

The CAT expressed concern that the HCPS meet Assurance 5: Instructional Staff. 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, and ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S. Additionally, pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers

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assigned to its Focus or Priority schools is not higher than the district average. HCPS is committed to meeting these statutes at all Focus and Priority schools. HCPS will provide, by September 1, 2017, a memorandum of understanding (MOU) negotiated pursuant to 1001.42(2), F.S.

Community and Family Engagement

Community and family engagement was an area of focus for the CAT. Many suggestions were provided, with opportunities for HCPS to further engage with the community and school families. The many community groups represented provided yet additional avenues for engagement. Family and community support is vital to the success of any school, and especially turnaround schools. HCPS recognizes that all families deserve high quality schools, and that strong school-family-community ties are necessary for our students to succeed. We recognize the importance of developing a shared vision for improvement. Each of our turnaround schools has developed a thoughtful Title I parent and family engagement plan as a part of the SIP process which helps to form the foundation for the work at each school around building a strong base of family and community support.

Cultural Competence

Our CAT input included cultural competence (8/17). HCPS promotes a welcoming and supportive environment that celebrates and values diversity and respect for all students and its employees.

HCPS is committed to preparing students for life by offering equal and equitable educational opportunities and activities for all students. Instructional materials and programs will ascertain the contributions from a variety of resources to include various cultures, races, ethnic groups, and genders. High quality diversity training will equip staff to better meet the needs of diverse learners.

Through conversations and engagement with district leader's faculty, staff, students and community partners, the Office of Diversity developed and strategies for moving Hillsborough County Public Schools toward its goal of inclusive excellence.

Student Learning

Collaborate with district divisions to help reduce the number of suspensions by school demographics. Partner with leaders of district divisions and community agencies to help increase the graduation rate of all students, including African-American and Hispanic students.

Talent Management

Improve diversity in district/school staff by assisting with recruitment and retention efforts. Assist the Office of Compliance on issues concerning fairness and equity in education and the workplace.

Culture & Relationships

Provide diversity, equity, and inclusion training to district and school leadership to enhance services to students.

The members of the CAT asked for follow-up data, and for additional information moving forward. In cooperation with our HCPS Division of Outreach and School Improvement we will continue to engage our partners in conversation as they help us to better understand and communicate with our many communities and our greater community, and as they help to support us as we Prepare Students for Life.

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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 type="checkbox"/> 2. Instructional Programs | <input 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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Area of Focus 4

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

Jake Russell was selected as the new principal of Chamberlain High School. Mr. Russell has served as the principal of Sickles High School for 12 years. Sickles received an A grade 10 of the 12 years Mr. Russell led the school.

Mr. Russell was given the opportunity to replace two assistant principals, a curriculum specialist, a guidance counselor and the Department Heads for both Math and English.

Both assistant principals, Dr. Jazrick Haggins and Ms. Jody Woods, have worked with Principal Russell in the past. Dr. Haggins worked at Sickles High School for four years with Mr. Russell before being promoted to APC at Middleton HS. Dr. Haggins elected to move into the same position at Chamberlain. Ms. Woods also worked with Mr. Russell for four years at Sickles HS before being promoted to APA at Gaither HS. Jody elected to move into the same position at Chamberlain. These administrative moves provide Chamberlain with a cohesive administrative team that has a proven track record of academic success.

Mr. Russell was able to promote Danielle Buchert, reading coach at Sickles HS, to the curriculum specialist position at Chamberlain. Mrs. Buchert worked with Mr. Russell at Sickles High School as a teacher, AVID Coordinator and reading coach for 7 years. Mrs. Buchert will work to increase all teachers understanding of the Florida Standards and how to infuse the literacy standards into all content areas.

Joshua Hurley transferred to Chamberlain as a guidance counselor. Mr. Hurley worked at Sickles High School for 3 years with Mr. Russell. Mr. Hurley brings an expertise in the area of counseling and technology that will enhance the department's ability to track student's progress.

Julia Cooper was hired as the English Department Head. Ms. Cooper brings experience in curriculum development. She was a Coordinator of curriculum for FLVS for three years and taught English at Melbourne HS in Brevard County for the past two years. Julia also has a strong background in lesson planning and alignment with the Florida Standards.

Sally Watkins transferred from Sickles HS to Chamberlain. Mrs. Watkins has taught at Sickles for the last 8 years and was the Department Head for the last two years. Mrs. Watkins brings strong leadership along with a track record of success teaching Geometry.

These changes, along with the support of the Area Leadership Team, give Chamberlain High School effective leaders in key positions that will foster a positive relationship with students, parents and teachers. These leaders come to Chamberlain with a strong record and ability to garner community and parent support, and have already recognized this as an area of need at Chamberlain High School.

The following needs have already been identified by the new administrative team:

- Develop parent and community support and partnerships – with a focus on consistent school attendance. Develop a regular parent/community meeting schedule based on parent feedback.
- Provide assistance to parents as students plan for post-secondary success.
- Strengthen and support teacher expertise through standards and planning professional development. Professional development has been developed in both ELA and Math that is individualized to Chamberlain and the needs of the staff and students. Staff members have been assigned to cohorts and will be provided PD through those cohorts. To date, a total of 6 sessions have been established.

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- Strengthen the incoming 9th grade cohort by working with the 8th grade students and their teachers prior to the end of the school year. 9th grade teachers will spend time in the 8th grade middle school classrooms – serving as models to the teachers while also helping to prepare the 8th graders for high school at Chamberlain.
- Provide summer transition support for incoming 9th grade students.
- Provide a service-learning opportunity for Chamberlain students by reaching out to the neighboring elementary school to develop a mentoring program that will provide positive role models for the younger students.
- Increase communications with and between schools in the feeder pattern to establish a community of support focused on the achievement of all students and successful on-time graduation.
- Increase student engagement in Chamberlain (positively impacting attendance and academic success) by utilizing culturally relevant texts and by adding additional elective offerings for students.

Progress Monitoring by the Area Leadership Team

Progress monitoring to ensure that students are being taught to the rigor of the standards will take place at the school level and also with the Area Leadership Team (ALT). The ALT will progress monitor weekly. Progress monitoring will include data analysis, walkthroughs, school-based Instructional Leadership Team (ILT) work (focus on teacher professional development needs, student work, and data), and problem solving.

The ALT, in conjunction with Teaching and Learning and the ILT, will conduct an initial instructional learning walk within the first few weeks of school. This will include a review of the professional development plan, instructional priorities, and SIP. The learning walk will conclude with a shared data analysis. Various members of the ALT will conduct weekly instructional learning walks, with members of the ILT. Data will be collected on different elements of the SIP goals and instructional priorities. Post walkthrough meetings will be held with the principal and/or ILT to review and analyze data collected, including any formative academic data, and next steps will be developed. The ALT will work with Teaching and Learning and the ILT to provide instructional support and professional development as indicated by a review of the relevant data.

Chamberlain's current Title I Supplemental Support includes: Student success coach, math resource teacher, two reading coaches, .5 science resource teacher, 1.33 math resource teacher, .17 resource teacher, .5 Psychologist, .4 social worker