



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



Turnaround Option Plan—Step 2(TOP-2)

External Operator/Outside Entity (EO)

**Hillsborough
Folsom Elementary School**

Form Number TOP-2, EO, incorporated in Rule 6A-1.099811, F.A.C., effective August 2018

**Turnaround Option Plan—Step 2 (TOP-2)
External Operator/ Outside Entity**

Due: January 31 for Cycle 2-4

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of the turnaround option External Operator/Outside Entity (EO). The district shall provide the Department with this plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting EO. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2(EO).

School

In the box below, identify the name and MSID number of the school that will be supported through EO.

School Name/ MSID Number
Folsom Elementary School 291471

EO Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: Selecting a Successful EO

- The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Description of how the district will address Assurance 1: Selecting a Successful EO

Phalen Leadership Academies (PLA) will be working to support effective practices already in place and to implement additional strategies for school improvement. PLA is a turnaround operator that works to transform underperforming schools into high-quality schools that children deserve. Their track-record of success includes their work in Indiana, with the transformation of multiple failing schools into A-rated schools, having the highest IREAD scores in Indiana for two consecutive years (2015, 2016), increasing passing rates on state ELA and Math tests by 11% in one year, two PLA schools ranked among those with the strongest growth (district in Indiana), and nearly all schools out-performing their host districts on state testing. The strategies they bring to the work of school turnaround have been shown to be effective.

PLA has worked with three of our schools already, having been selected as our External Operator for 2018-2019 (Foster Elementary, Oak Park Elementary, Sheehy Elementary). During December 2018-

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January 2019 HCPS reviewed PLA’s performance to determine the appropriateness of re-engaging with them in the future. Several strengths were identified, with practices that helped to support the administrators, teachers, and students they are already working with as well as the district in general. Those practices are described below.

The PLA teacher observation and feedback tool has been viewed in very positive terms. Teachers appreciated it and enjoy the quick turnaround with feedback. During the summer a meeting with PLA and the teachers’ union allowed for a thorough review of the document, and the union left satisfied with the document and the quality of feedback it would provide for teachers. This tool is being used at our three schools under their supervision and the area superintendents are observing carefully for lessons learned with an eye toward informing practice at other district schools.

PLA established a systematic approach to engaging teachers in coaching cycles. The goal is to provide teachers with actionable feedback for change within 24 hours of an observation. If teachers are to impact their instruction based on coaching feedback, the feedback must come quickly and be specific. Coaching cycles are specific, and follow a hierarchy that includes: Culture & Behavior Management; Classroom Management & Environment; Scholar Engagement; Effective Lesson Components; Level 1 Instructional Execution; and Level 2 Instructional Execution. Each domain has associated competencies. This model has proven to be very effective and our teachers have reacted very positively to the feedback they have received. Our administrators appreciate the new tool as well.

PLA worked with the principals under their supervision to tier their teachers based on their skill. This tiering method helped in providing the correct supports for their growth as professionals. This concept is one that the principals and district administrators all appreciated as very helpful in providing support to teachers, and one that is also seen as potentially helpful to other schools in the district.

The observation and feedback tool, as well as the coaching cycles, are tied to a unique teacher professional online portal, PLA University. Modules are designed to support distinct skill areas and are linked directly to their feedback tool.

A new comprehensive behavior management software tool was introduced just prior to winter break, “Kickboard.” This program allows for tracking of behavior issues, assists with development of behavior management plans, provides strategies for dealing with behaviors, tracks PBIS points, and offers professional development. This strategic and systematic approach is a welcome addition to our schools, and we are interested to see how this positively impacts the school culture.

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Assurance 2: Selecting Leadership

The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

Description of how the district will address Assurance 2: Selecting Leadership

HCPS has maintained a collaborative relationship with Phalen Leadership Academies (PLA), and will continue to do so. A collaborative process will be utilized in making all leadership decisions at any schools that will require an external operator. As occurred last year, PLA researched and reviewed principal candidate data, participated in the interview process, and had a voice in who was hired to lead the schools under their supervision. Our highest priority schools will be led by qualified leaders who have experience in school turnaround. Folsom Elementary School will have a qualified, experienced leadership team.

Assurance 3: Selecting Instructional Staff

The district and the EO shall ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state Value-added Model (VAM) rating and on the district’s approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

Description of how the district will address Assurance 3: Selecting Instructional Staff

We have continued to refine our personnel systems to ensure that we have the very best teachers in front of our students who need them the most. We will continue to track the VAM ratings of our teachers to ensure that teachers with state VAM ratings of NI and U are not assigned to this school.

HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR also tracks, throughout the year, all teachers with a state VAM score of NI/U to ensure that D.A. schools maintain the appropriate teaching force as defined in D.A. legislation. This includes the monitoring of teacher movement during pool periods. An extended transfer period for instructional vacancies was created for our Achievement Schools (including D.A. schools) to allow for transfers from non-Achievement (D.A.) schools, no transfers between schools, and no transfers out of Achievement (D.A.) schools (unless it is an administrative transfer or required for compliance with state mandates). Advertised hiring fairs will be targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

Unit assignments are no longer largely formula-driven. Unit assignments are based on need. Achievement Schools, including D.A. schools, will receive additional support personnel, including psychologists, social workers, academic coaches, and resource staff.

Phalen Leadership Academies (PLA) will work in collaboration with the principal in hiring and replacing ineffective teachers, and assist in recruiting a new cohort of instructional staff and support staff.

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Assurance 4: Contracting with the EO

The district shall enter into a contract with an EO to operate the school following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO the following must be addressed in the contract:

1. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development and any other identified school improvement areas.
2. The EO has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.
3. The role of the EO in the recruitment, selection and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction.
4. The role of the EO in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the EO's authority in these areas.
5. A detailed provision outlining the new or modified services to be provided by the EO if the district had an existing contract with the EO.
6. A detailed budget.

Description of how the district will address Assurance 4: Contracting with the EO

We currently have a contract in place with Phalen Leadership Academies (PLA) for HCPS' three schools that required an External Operator for 2018-2019. We plan to continue to contract with PLA for the next school year for any of those three schools that might remain graded as D or F, as well as this school should they be graded a D or F. The above items were all addressed in the Education Services Provider Agreement (contract) between PLA and HCPS that covered the 2018-2019 school year, and they will be addressed in the Agreement that will cover the 2019-2020 school year. Specifically, the Education Services Provider Agreement between PLA and HCPS for 2019-2020 will address PLA's role in the following: (1) Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments and progress monitoring, professional development; (2) Recruitment, selection, placement, training, and oversight of the school leadership team, including their authority in these areas; (3) Detailed budget; and (4) Complete review and outline of desired services.

PLA's record of school improvement is included in Assurance #1.

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Acknowledgement

Check the box that applies to the district selection of EO.

For Cycle 2-4, the district acknowledges that the plan and proposed EO contract are due to the Department by January 31 and the final EO contract is due to the Department by May 1.

Name and title of person responsible for completing and submission of the TOP-2
Jenifer Neale, Administrator on Special Assignment for School Improvement
Contact information: email, phone number
813/272-4673, jenifer.neale@sdhc.k12.fl.us
Date submitted to the Bureau of School Improvement
January 31, 2019
Superintendent Signature (or authorized representative)