



# TOP-2

District-Managed Turnaround Plan—Step 2 (TOP-2)

Polk County Public Schools  
Philip O'Brien Elementary School

*Due-October 1*

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

## District-Managed Turnaround Plan—Step 2 (TOP-2)

### Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

### Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than October 1. The subject line of the email must include district name, school name and TOP-2.

### School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Philip O'Brien Elementary School- 53-0151

### Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

Our district provides support to all schools graded as an “F” or “D” and all are required to complete a School Improvement Plan using the Florida CIMS online template. The School Improvement Plan is used as an ongoing current guide for all stakeholders to review data, set goals, create action plans and monitor the progress of the goals. The School Improvement Plan is reviewed by the School Advisory committee and is available for review by the public. Schools receive additional support from the Senior Director of School Improvement, the Regional Assistant Superintendent; District based curriculum coaches and other district personnel as requested.

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The district conducted an Instructional Review—the team consisted of the school administrators, Site-based leadership team members, Regional Superintendent, Senior Director of School Improvement, Curriculum Specialist, Regional Executive Director for Florida Department of Education, FLDOE Specialists, and district-based literacy, math, and ESE coaches. This team reviewed the SIP, data trends, conducted classroom walkthroughs and planned next steps. In addition, District-Based Leadership Team (DBLT) meetings are held monthly. During this process, STAR, iStation and quarterly assessment data are provided to Philip O’Brien along with additional resources as well as continual monitoring and tracking in support of student achievement needs.

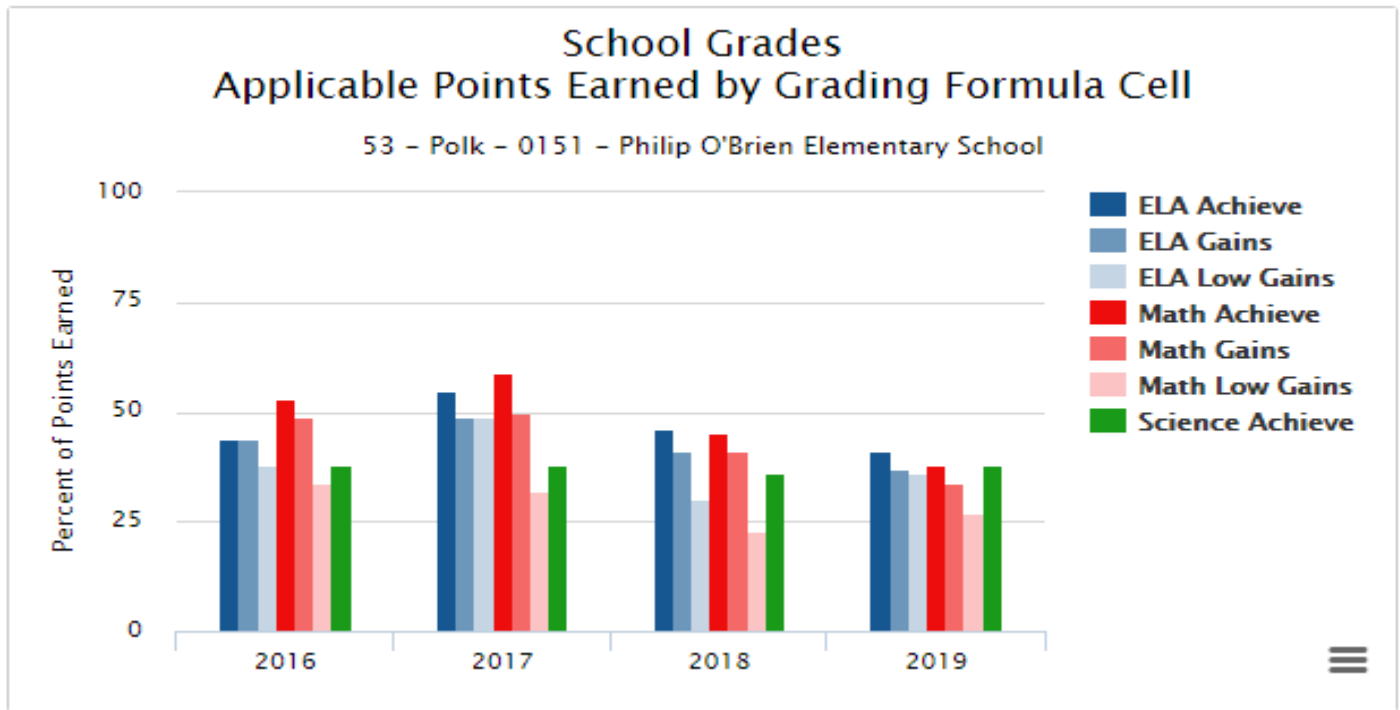
Fall STAR Reading and Math 2019-2020 SY		
Grade level	ELA Proficiency (Levels 3,4, and 5)	Math Proficiency (Levels 3,4, and 5)
3	36	43
4	38	47
5	29	31
<b>Total Proficiency</b>	<b>34</b>	<b>40</b>

<b>2018-19 School Grades</b>																			
District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Inform	
53	POLK	0151	PHILIP O'BRIEN ELEMENTARY SCHOOL	41	37	36	38	34	27	38	251	7	36	100	D	D	C	C	C

School Year	ELA Achv.	ELA LG	ELA L25	Math Achv	Math LG	Math L25	Science	Total Points	% of pts	Grade
2016-2017	55	49	49	59	50	32	38	332	47	C
2017-2018	46	41	30	45	41	23	36	262	37	D

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2018-2019	41	37	36	38	34	27	38	251	36	D
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**Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.**

**Effective Leaders-**

Collaborative Planning sessions and Professional Learning Community meetings with administrators and coaches.

On-site rigor walks are performed with immediate feedback given to teachers.

The school’s mission and vision are aligned to illustrate measured growth yearly. Administrators, teachers, and coaches meet to discuss data weekly.

Administrators and staff are active and present in the community. Stakeholders have an active decision-making role in the school.

**Collaborative Teachers-**

The school’s master schedule has been designed to include common planning periods across grade levels.

The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats and sharing and modeling best practices and strategies.

The Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

**Involved Families-**

Family involvement night activities.

Report card conference and family dinner nights to share student progress, interventions, and remediation.

Developing partnerships with community stakeholders.

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Partnership with Big Brothers & Big Sisters organizations and Kidspack program utilized to meet needs of students.

### **Support Environment-**

Positive Behavior Interventions and Supports implementation and active MTSS team purposed to improve student attendance, discipline, and the academic needs of students.

Encourage student positive behavior and academic achievement through school-wide incentives.

Implementation of CHAMPS in classrooms

### **Identify strategies that have not resulted in improvement. What will be done differently?**

Accurate unpacking of the Florida standards

Monitoring of standards-based instruction and depth of standard

Utilization of effective evaluation tools and instructional strategies

Focused professional development based on needs assessment of student learning and teacher instructional practices

Consistent implementation of Tier 2 and Tier 3 support for student behavior

Consistent implementation of PBIS at all grade levels

The district and school-based leaders will...

Provide professional development to facilitate the accurate unpacking of Florida standards in

English/Language Arts, Math, and Science aligned to the rigor, depth of the standard and student tasks.

Increase monitoring of student progress through frequent data reviews of student performance on formative and summative assessments

Promote teacher practice of observing instruction in demonstration classrooms through focused learning and rigor walks.

Decrease the number of office discipline referrals with the full implementation of MTSS, PBIS, and CHAMPS strategies.

Utilize support personnel (i.e. Behavior Interventionist, ESE liaison and para-educators, ELL instructor, etc.) to address individual student needs through small group instruction and/or one-on-one instruction.

Support literacy in every classroom through the implementation through AR initiatives

## **Implementation Plan**

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

## District-Managed Turnaround Plan—Step 2 (TOP-2)

### Part A.

The district-managed turnaround plan for Philip O'Brien is focused on accountable and shared leadership, standards-based instruction and learning, and establishing a positive culture and environment. The strategies listed below were determined based on reflection and analysis of the needs assessment data and in conversation with school-based and district leadership. This turnaround plan has also been developed in coordination with the school improvement plan and areas of focus.

#### **Accountable and Shared Leadership**

Weekly Professional Learning Community meetings during collaborative planning period with administration used to discuss school data, resources, and parent/community involvement.

Weekly administrative and departmental leadership meetings with a strategic focus on current and historical data trends with projections made towards future goals.

Professional Development provided based on school-wide needs and needs assessment results. PD designed to provide standards and curriculum-based instruction and resources.

Data analysis and data chats with teachers and students.

Continue master scheduling with common planning by subject/course.

Strengthen Multi-Tiered Support System staff, procedures, and student identification.

#### **Standards Based Instruction**

Emphasize standards-based instruction and use of FSA test item specifications during lesson planning

Increase student-centered activities aligned to the standard

Increased use of collaborative structures and accountable talk stems

Increase teacher capacity to provide student-centered learning opportunities using focused instructional strategies and Anchor Charts

Increase authentic student engagement

Increase focus on classroom observations and follow-up collaborative discussions with teachers to provide appropriate structure for support through peer observation and coaching opportunities

Align formative and summative assessments to standards

Improve core instruction by designing engaging lessons aligned to the rigor of the standards.

Provide targeted instruction to the lower quartile with small group and individualized instruction

Teachers will participate in professional development created by district staff and school personnel

#### **Positive Culture and Environment**

Develop partnerships with community stakeholders

Create opportunities for school staff to build relationships with families and community to support learning

Communication via social media sites

### Part B.

#### **Assurance 1: District Capacity and Support**

- Led by the Superintendent, Deputy Superintendent, Regional Assistant Superintendent, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and content areas: curriculum and instruction, professional development, human resources, federal programs, student services, transportation, technology, ELL, public relations, community engagement, behavior and discipline, MTSS, finance, scheduling, data and assessments, school improvement, and the collective bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team meets regularly as a whole with TOP principals to discuss their needs. If TOP school principals express a specific need for their school, all of the district departments are at the table and immediate attention is given to resolve or meet their needs.

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- The district has ensured through use of instructional review and curriculum support that the instructional programs are aligned with Florida’s standards for ELA, mathematics, social studies, and science.

### **Assurance 2: School Capacity-Leaders and Educators**

- The district has developed a professional development plan in coordination with school leadership to build the capacity of instructional staff.
- The district has designated personnel assigned to lead the turnaround efforts.
- The district has assigned a veteran principal with a proven record in school transformation and turnaround and an Active Principal with experience in school turnaround to lead the administrative team.
- The district has reviewed all teachers providing instruction and relocated those identified with VAM scores of Needs Improvement and Unsatisfactory to non-core and tested grade levels.
- The district has verified that the percentage of instructional personnel assigned to the school with either a rating of Unsatisfactory or Needs Improvement, based upon the most recent three-year aggregated state VAM average, is less than the district VAM average.
- The district will ensure that all teachers without a state VAM are increasing student achievement through frequent review of progress monitoring tools.
- The district has worked diligently to ensure all core instructional vacancies in core tested grade levels are filled.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

### **Correlation between SIP and TOP-2:**

According to the Florida Department of Education, “Section 1008.33, Florida Statutes, provides the State Board of Education with the authority to enforce public school improvement through a statewide system of supports and intervention, and authorizes Rule 6A-1.099811, Florida Administrative Code, which establishes differentiated intervention and support strategies for traditional public schools, delineates the responsibilities of the school, district, and Department of Education, sets timelines for intervention and support strategies, prescribes reporting requirements to review and monitor progress of schools, and sets forth submission and approval criteria for turnaround implementation plans.” While the School Improvement Plan facilitates school reflection of previous year’s data and needs assessment, leading schools to develop detailed areas of focus to improve student achievement and overall school outcomes, the TOP-2 plan articulates the district’s commitment and partnership with school-based efforts to achieve success in each area of focus.

### **Describe how the district and school leadership team are working together to implement the plans to improve the school.**

District Leadership, in consultation with the Regional Executive Director, used the state’s “Plan Do Check Act” and SIP problem solving process to implement and establish policies and procedures to improve outcomes at Philip O’Brien Elementary School. After meeting with the school, and in consultation with the Superintendent, the district’s School Improvement Office and Regional Executive Director (RED), the District Managed Turnaround Option Plan was selected as the most appropriate to meet the needs of the students and generate the necessary levels of improvement for the upcoming school year.

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Factored into the selection of this option are the following acknowledgments: (1) Polk County has the district capacity to meet all of the assurance of District Managed Turnaround; (2) Polk County was successful with two of three District Managed Turnaround (66%) during the 2018-2019 school year (3) Discussions held at the Community Assessment Team (C.A.T.) meetings last spring yield that closure would negatively impact the community, parents and most importantly the students of the school.

So that the Turnaround plan can be effective and have maximum impact, it is understood that district and school leadership will work collaboratively together. Meetings have been conducted and scheduled for continuous communication and collaboration to occur. This will ensure that implementation of the plan occurs, timely modifications are possible and that the school receives support in the process.

The school leadership team has collaborated with the district leadership to ensure collaboration and coordination of the school improvement plan, the Turnaround Option Plan, and school resources.

The School Improvement plan areas of focus, based on the comprehensive needs assessment are:

1. Increase overall student proficiency and learning gains in English Language Arts.
1. Increase overall student proficiency and learning gains in Math.
2. Decrease the number of office discipline referrals through Positive Behavior Interventions and Supports and implementation of CHAMPS strategies.

### District-Managed Turnaround Plan Assurances

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

#### Assurance 1: District Capacity and Support

The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district



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shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

### Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

### Assurance 1: Narrative of District Capacity and Support

#### *District Leadership Team:*

Led by the Superintendent, Deputy Superintendent, Chief Academic Office, Regional Executive Directors and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources' federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; assessment, accountability and evaluation; school improvement; and the bargaining unit. All members have been assigned roles and responsibilities specific to their area of expertise. The team meets regularly as a whole with TOP principal(s) to discuss their needs. If the TOP principal expresses a specific need for the school, all of the district departments are at the table and immediate attention is given to resolve or meet the school's need.

#### *Instructional Programs and Alignment:*

The district has given schools access to use STAR for baseline and progress monitoring data throughout the school year. School leadership will use STAR to progress monitor the academic growth of the students in reading and mathematics. Teachers will have access to create individualized learning paths for students using the instructional components of STAR Reading and Math. Teachers will utilize iStation Reading and Math to supplement cores instruction. iStation mixes technology and teaching to provide schools with digital lessons and face-to-face teaching strategies for reading and math. iStation's robust online curriculum and flexible teacher tools support diverse instructional approaches, including small-and whole-group instruction for pre-K through 8<sup>th</sup> grade. Differentiate instruction and personalize learning

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with iStation’s essentials for blended learning: formative assessments, adaptive curriculum, personalized data profiles, teacher directed lessons, school-to-home connection, professional development, and proven results.

### *Progress Monitoring:*

The school will administer STAR Reading and Math, as well district quarterly assessments in Science to progress monitor student achievement.

### *Continuous Support:*

New school leaders have been assigned to the school.

### *Allocation of Supports and Resources:*

The Regional Assistant Superintendent of Turnaround and Senior Director of School Improvement will provide direct support to school leaders and staff.

District academic coaches and curriculum specialist will provide on-site support to the instructional staff, After school academic enrichment for at-risk students will be provided through Title 1 and Turnaround School Supplemental Support Allocation support.

### *District Policies and Practices:*

The district will increase academic support for the students and faculty at Philip O’Brien Elementary School.

The school will increase progress monitoring and instructional support from the district.

The district will assist schools in identifying at-risk students and utilizing Early Warning Systems to support student performance and achievement.

### *System of Monitoring Support:*

The district will implement biweekly on-site monitoring of academic progress and implementation of initiatives.

The district will conduct quarterly instructional reviews to observe and provide feedback on quality of classroom instruction and engagement.

## Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

### **Leaders**

The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual’s turnaround record and degree of success, the length of time since turnaround

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success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

### Educators

- The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- 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 assigned to the school is not higher than the district average.

### Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

### Assurance 2: Narrative of School Capacity- Leaders

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A staffing specialist has been assigned to the Turnaround Office for TOP schools. The specialist will provide priority staffing at the school in the area of recruiting, hiring and filling vacancies. A list of highly qualified teacher/ candidates will be readily available in all core subjects. Teacher transfers during the school year at the school have been reconfigured/eliminated.

Prioritization of resources through federal programs and district resources will be utilized to dedicate a staff member from Federal Programs/ Grants to work exclusively with the school principal and the TOP Implementation Team.

The district has reorganized the regional coaches who will support the site-based coaches at the school. In addition, the staffing plan has been updated to include a site-based science coach.

In an effort to help optimize the instructional impact within the classroom by teachers, a Partnership with the University of South Florida has been established in Turnaround with opportunities for the instructional staff at Philip O'Brien to pursue Masters and/ Doctorate degrees, at no cost to the employee.

The district made changes to the leadership team of Philip O'Brien, filling the principal vacancy with a veteran principal with a proven record of school turnaround and an Acting Principal with experience in school turnaround. Provided below in the leadership bios and profiles is evidence of their proven track record of success.

Mrs. Charlene Brinson was assigned to Philip O'Brien Elementary School as Principal in July 2019. Mrs. Brinson is a 40-year career educator. She served as a school leader for twenty-three years in the capacity as an Assistant principal, Principal, Senior Director of Elementary schools and School Improvement, as well as a mentor Principal for Turnaround schools.

Her first assignment as Principal was at Rosabelle W Blake Elementary School for the 1998-1999 school year where the school had received a failing grade of "F", under the FLDOE A-Plus Plan . Test-simulation computer software and training teachers in specific reading, writing and math skills were some of the initiatives Polk County put in their action plan presented to the state in June, 1998 to raise proficiency with students taking the FCAT. Tenaciously, she worked with teachers and students pushing for quality direct instruction with timely measurable accountability. As a result, at the end of the 2000 SY, the school grade improved to a "C". The school grade would continue to rise to a higher "C" in 2001 and a "B" in 2002. Because of her proven track record, Mrs. Brinson was selected as Principal to open Dr. N.E. Roberts Elementary School and led the school to, attaining and maintaining a school grade of "A" during her tenure.

Mrs. Brinson has served on State accountability assessment item review committees since 2001. She has designed a school wide elementary Spanish program and initiated full-service Saturday School enrichment opportunities for students across the district.

Mrs. Brinson was awarded "Outstanding Young Woman of America" and was one of eight featured Polk County educators of Lakeland Magazine. She was the State finalist for School Administrator of the Year by the Florida Department of Education, African American Educator Alliance.

Mr. Charlie Huntley was appointed Acting Principal of Philip O'Brien Elementary School in June 2019. Mr. Huntley has served as the Assistant Principal of Oscar J. Pope Elementary School for seven years. Mr. Huntley was integral in moving his former school from a "D" school rating to a "C" rating. In

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addition to serving as Assistant Principal, he has experience as a Teacher, Terminal Operator, and ESE Paraeducator. Mr. Huntley is a two-time Teacher of the Year and School Employee of the Year.

This new plan affords the faculty, staff, students and parents of Philip O'Brien to have readily assessable administrators to address issues and concerns as they arise. Both Mrs. Brinson and Mr. Huntley are full-time, which means they are on campus all day, every day unless of course, if they are in district meetings. While they are working collaboratively together, all final decisions, especially academic and classroom instructional support decisions will be made by Mrs. Brinson. Faculty and professional development are areas that have been outlined as great needs at the school, and after collaboration of design of both, Mr. Huntley will be the primary to facilitate those needs. With a new team in place, we acknowledge that it will take time to sustain a turnaround school; however, we will continue to monitor and provide immediate support.

### Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

### Assurance 2: Narrative-School Capacity- Educators

A Memorandum of Understanding (MOU) has been developed and agreed upon by all parties which addresses the movement and filling of vacancies at this school. In addition, incentive pay has also been established to teachers who qualify based on possessing an Effective or Highly Effective VAM score. The MOU has been submitted to BSI as directed.

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Monthly, the principal will meet with the TOP Implementation team to review assessment data and develop plans to address student progress and align coaching support within the schools. Specific disaggregated reports will be furnished by the district to lead school-based reflections and determine next steps.

Previously assigned district coaches were re-evaluated based on assessment data for their schools and coaches with the highest proven success rates were assigned to the school. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementation research-based strategies are provided at the school.

Each of the following departments will have one staff assigned to attend and contribute to the development of action plans at DBLT meetings: Professional Development, Student Services, ESOL, Federal Programs/Grants and Teaching Learning.

The district has reviewed the staff at the school and identified teachers who have VAM scores of Needs Improvement and Unsatisfactory. The district has moved all core teachers with unsatisfactory and needs improvement VAM scores out of the core areas and recruited teachers who have highly effective or effective VAM scores, or who are new to teaching.

Once a teacher vacancy has been identified, the principal, Turnaround Office, and HR coordinate and hire/place directly from the district office. Philip O'Brien has priority in hiring teachers.

### Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

Human Resources emailed all teachers the 2019-2020 Bonus Structure. As a result, many of our HE and E teachers were interested in transferring to Philip O'Brien Elementary School

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

5 staff members were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

Confirmed

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

Continuing to fill.

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Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1%	8%	3%	0%
School %	8%	67%	25%	0%
District %	9%	50%	19%	22%
State %	17%	54%	14%	14%

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Patricia Barnes, Regional Assistant Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:Patricia.barnes@polk-fl.net">Patricia.barnes@polk-fl.net</a> (863) 815-6721 ext 417
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
September 30, 2019
<b>Superintendent signature (or authorized representative)</b>