



# TOP-2

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

Hillsborough County  
Jennings Middle School

*Due-October 1*

## 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
Jennings Middle School / 2042

### 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. Transformational 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.

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

Jennings Middle School conducts a School Improvement Plan (SIP) and Comprehensive Needs Assessment (CNA) each year as part of a continuous improvement model. Jennings's assessments included an analysis of student performance, stakeholder feedback, historical data, and site visits focusing on leadership, instruction, and culture.

Student Performance was analyzed by reviewing current trend data by subgroup, school, and region. Data sources included Florida Standards Assessment (FSA), End of Course assessments, district-developed quarterly checks, and transformational network protocol matrixes.

#### **School Culture Data in Review**

Stakeholder data collected includes staff and family responses to TNTP Insight Survey. Staff responded to 9 categories, and families responded to 6 categories. Each year the data is analyzed for areas of success and growth. This data is factored into school-based decisions for the following year. An action plan is created and implemented based on the results of this data. More information on the Insight Survey -

<https://tntp.org/teacher-talent-toolbox/insight-survey>.

#### **Insight Survey Results**

##### **Top 3 Strengths**

Evaluation

Instructional Planning for Student Growth

Observation and Feedback

##### **Top 3 Areas for Growth**

Peer Culture

Academic Opportunity

Academic Expectations

#### **Academic Data in Review**

In reviewing the Four Principles for Effective Instruction hyperlink to doc, Jennings aligned standards-based learning with core subjects' culture of learning, rigorous content, academic ownership, and demonstration of learning. With site-based expertise, the Transformation Network and Regional Superintendents gained insight into the school's unique needs and improvement efforts.

#### **PRIORITY – student activities and tasks are aligned to the depth of knowledge at the grade level standard by:**

- Pre-planning activities and identifying misconceptions
- Reviewing plans and student work during PLC
- Monitoring instruction using the 4 principles look-for document

Jennings MS has aligned standards-based learning with core subjects' culture of learning, rigorous content, academic ownership, and demonstration of learning. With site-based expertise, the Transformation Network and Regional Superintendents gained insight into the school's unique needs and improvement efforts. The school identified three vital areas of focus using this tool to create instructional priorities and will monitor the implementation of those priorities throughout the year.

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Jennings MS has identified their instructional priority as ensuring that student activities and tasks are aligned to the depth of knowledge at the grade level standard. This instructional priority is implemented effectively by pre-planning activities and identifying misconceptions, reviewing student work during PLC sessions, and monitoring instruction using the 4 principles look for documents.

School leaders will frequently monitor instruction and provide feedback and opportunities for development through classroom observations. Jennings MS has also established a PLC cycle which includes intentional planning, data analysis, and professional development opportunities based on instructional need. Through a focus on quality small group instruction and the scaffolding of lessons Jennings MS is preparing for core tier-1 instruction in all content.

The results of the SIP & CNA helped identify root causes and support needed to increase student achievement at Jennings Middle School. This CNA, along with the SIP and quarterly reviews, indicates a need for improvement in academics, support services, and multiple subgroups, as noted in the summarization below:

2022 SCHOOL GRADE COMPONENTS									
Percent of Students									
Components	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	22	49	50	27	50	51	24	53	54
ELA Learning Gains	30	53	0	40	49	0	33	52	54
ELA Lowest 25th Percentile	25	41	0	38	36	0	30	47	47
Math Achievement	23	50	53	25	48	50	28	58	59
Math Learning Gains	43	60	0	41	43	0	39	57	57
Math Lowest 25th Percentile	52	51	0	50	36	0	32	52	51
Science Achievement	30	43	45	20	42	45	21	47	48
Social Studies Achievement	64	70.5	67	42	64	63	36	68	70

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2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Percent of Students									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	7	18	23	18	38	40	23	38	0
ELL	18	26	16	10	40	56	17	88	0
BLK	18	28	23	20	43	52	24	57	0
HSP	19	29	21	18	40	48	30	65	57
MUL	15	17	0	33	42	0	0	0	0
WHT	36	35	40	36	52	58	39	72	83
FRL	22	30	24	23	43	53	30	64	67

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Percent of Students									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	23	40	37	21	43	43	25	33	0
ELL	11	31	41	13	44	55	11	33	0
BLK	25	38	33	17	35	46	11	38	0

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Percent of Students									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
HSP	23	39	43	24	45	54	19	41	53
MUL	47	50	0	33	46	0	0	0	0
WHT	35	44	38	36	45	47	30	49	50
FRL	27	40	39	25	41	50	21	41	46

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2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS									
Percent of Students									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.
SWD	12	25	25	15	32	22	11	18	0
ELL	16	34	26	23	40	29	11	41	75
ASN	42	50	0	58	45	0	0	0	0
BLK	19	29	29	21	33	32	17	31	71
HSP	21	31	26	33	41	34	19	41	61
MUL	40	48	0	25	42	0	0	45	0
WHT	33	40	41	31	45	30	32	36	48
FRL	23	33	30	27	38	33	20	35	59

**Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.**

Using low-performance data and causes, Jennings’s CAT and Leadership Team established means to improve school performance. The team and instructional staff will use evidence-based strategies to address shared leadership, standards-based learning, and school culture per the <https://ies.ed.gov/ncee/wwc/FWW/Index> to guide actions and next steps.

Jennings’s team recommends multiple school improvement variables to enhance learning gains in the identified core courses (ELA, Math, Civics & Science):

- Assigned a regional superintendent with a smaller network allowing weekly support visits to include a team of district content coaches to support standards and curriculum implementation.
- The district initiated incentive bonuses to recruit and retain talented, highly effective teachers.
- Assigned a Reading Coach, Writing Coach, Science Coach, Student Success Coach, and Community School Resource Teacher. All positions will build capacity and fidelity within instructional practices for equitable education with all students through teacher performance.
- Monitor and measure alignment to content standards within lesson planning, implementation, practice, and assessments.
- Individualized coaching plans will be developed and monitored for all NI/U teachers to support effectiveness and retention. The school administration will review these plans weekly and follow up with observation cycles and feedback.
- District designated Community School starting 2022 (1 of 6 schools selected). Administration and staff will complete the community school implementation process in conjunction with the University of Central Florida.
- Strategic actions include extended learning programs, common planning protocols, and targeted small group instruction for tier 2 and 3 students.
- Use iReady and MTSS (Multi-Tiered Systems of Supports) course performance to compare diagnostic measures and district baseline assessments with the beginning, middle, and end-of-year assessments.

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- A Designated Algebra support class was added to provide tutorial support for Algebra I accelerated students.
- Intentional 6-week assessments for Civics to monitor the implementation of standards and student retention of information.
- The leadership team will aggressively monitor the implementation and follow through on professional development related to instructional implications.
- Community Partnerships will assist with incentivizing remediation curriculum (Penda, Study Sync, iReady) growth and gains to increase and sustain student achievement.
- Extended Learning Programs (ELP) are as follows:
- Science - Upon FAST PM, targeted pull-outs will occur with students that need support for 6th and 7th grade and push in with 8th through small group instruction.
- Mathematics – Starting Aug 22nd, three to four teachers will target and begin rotating a minimum of 8-10 students per session within the ELP. This will be offered to approximately 60% of the student body.
- English Language Arts and Reading – Starting in October, a Writing Coach and Literacy Coach will review foundational strategies rotating through level one and two students weekly outside core curriculum minutes.

### **ELA/Reading**

Individual planning sessions will occur at least twice a week for all reading and ELA teachers with the literacy coach. The focus will be on standards aligned tasks, grade level appropriate questions, progress monitoring of student work. All ELA teachers will utilize a before, during and after planning protocol for PLC's and will utilize a lesson plan template. ELA and reading teachers will be provided with written feedback on a weekly basis with documented next steps for growth.

### **Math**

Teachers will examine student work and data in PLC to drive instruction and determine if any standards need reteaching/reassessing. Spiral review will prioritize standards for students throughout the year using bell work, exit slips, etc., which will determine additional acceleration needs for students. Teachers will use progress monitoring data from state PMAs, common district assessments, and unit and quarterly assessments to inform instruction and the formation of small group instruction/acceleration groups.

### **Science**

Core content will continue with scaffolded task alignment and SSS style questioning and use the district-provided, weekly common assessments to determine areas of student need.

### **Civics**

This EOC measured core course will continue focusing on the high leveraged questioning and style of questioning along with scaffolded task alignment.

The monitoring timeline for ELA, Math, Civics and Science will align with monthly meetings and be closely analyzed per the state-assigned progress monitoring schedule:

- PM 1 = 8/15 - 9/30
- PM 2 = 11/5 - 1/27
- PM 3 = 5/1 - 6/1

The monitoring timeline will also include scheduled observations and feedback to ensure teacher support, program fidelity, and student achievement. Progress monitoring walkthroughs will start the week of 8-29.

Instructional observations include:

- Once-a-week academic ILT walkthrough.
- Data trend collections.
- Monthly feedback from the direct supervisor.

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Considerations to subgroup acceleration will be considered and reviewed consistently for equitable education. Subgroups such as SWD / ELL / Black / Hispanic / Multiracial ESSA groups:

- Will be monitored quarterly using grade level common assessments via School City or iReady
- Hire certified ESE content teachers (ELA / Math).
- Master schedule designed to level course placement in ELA, Science, and Social Studies.
- Our Achievement Level, Gains, and Bottom Quartile school goals will be tracked at a 41% threshold (ELA, Math, Science, Civics).
- Level 1 students will be included in the pull-out / push-in groups (ELA, Math)

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

CAT/SAC/Leadership Teams examined low-performance indicators that caused poor outcome measures. One recognition is that creative scheduling is needed to replace two or more vacancies impacting student learning in the core curriculum. Additionally, monitoring data showed variance in summative outcome measures associated with system gains and progression.

Jennings continues to face obstacles with teacher shortages that impact student performance and outcome measures. The leadership team with the support of multiple stakeholders, fill gaps and create ways to build instructional capacity.

The bottom quartile students in ELA and Math for the 21-22 SY did not increase or move with cause indicators showing increased levels of struggling readers and fidelity to instructional practices. The CAT recognized that the issue had possible best practices implications with planning, delivering standards-aligned instruction, and student/teacher accountability.

Science Core curriculum alignment shows gaps in the anticipated learning scales to the actual outcome. Jennings will monitor assessment alignments to state accountability assessment to ensure instruction in the classroom, labs, and work samples are aligned with benchmark expectations. Jennings's administrative observations also indicated that enhanced instruction for vocabulary and studies within "The Nature of Science" would be frequently monitored to close the achievement gap. Penda Science will be utilized to support Tier 2 and 3 students with increased exposure to standards-based concepts, vocabulary, and content.

## 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.

Part A.

The district-managed turnaround plan utilizes assessment results that coincide with evidence-based strategies and align with instructional leadership practices and protocols. Developing leadership capacity among all members of the school community through Leverage Leadership 2.0. Therefore, Jennings's middle school has taken the following steps to ensure accountability where leadership is shared by the community:

- Weekly Network Teams Meetings addressing the most current instructional or operational need



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- Monthly principal/AP meetings targeting the instructional focus for the month (i.e., data analysis with action planning)
- Vendor supported PD for Transformational Leadership (i.e., Pete Gorman, former Superintendent of Charlotte Mecklenburg).

Standards-based Instruction and Learning for Jennings Middle School include (IR) Instructional Reviews and Look for Protocols using Four Principles of Excellent Instruction. This includes actional planning aligned to student achievement, professional development, shared leadership, and sustainable instructional practices. Regular monitoring at Jennings will take place via walkthroughs and observations made by administration and coaches that will use look for protocol to enhance standards-based instruction.

To maintain a positive school culture and climate, Jennings Middle School engages in district-wide professional learning on leveraging social and emotional learning. Jennings uses a distributive leadership model focusing on social, cultural, and emotional cognitive and conative supports to build academic expertise for all students. A core team of teachers and administrators from the district and site-based experts engage in professional learning throughout the year using 7-Mindsteps. The core team works with a broader school team to personalize and implement practices based on school and community needs.

**Summary:** The 7 Mindsets is based on a 3-year research effort into the perspectives and attitudes that most align with happiness, fulfillment, and meaning in life. If we can grow our brain in the direction of the 7 Mindsets, we give ourselves the greatest likelihood of living a meaningful life. The 7 Mindsets teach educators and students to:

1. Embrace a belief that Everything is Possible, raising expectations, optimism, and hope improve our decision making, attitudes and levels of performance.
2. Put our Passion First, driving us toward authentic goal setting and developing core talents, interests, desires, and values.
3. Appreciate that We Are Connected, improving the quality of our relationships, and expanding our sense of empathy and compassion for others.
4. Become 100% Accountable, promoting personal responsibility, grit, intrinsic motivation, and a stronger desire to set and achieve goals.
5. Develop an Attitude of Gratitude, enhancing our sense of joy and fulfilment while improving our ability to manage challenges and setbacks.
6. Live to Give, driving a greater sense of purpose and significance that creates a path to a more meaningful and impactful life.
7. Embrace The Time is Now, focusing on the importance of being present, enjoying what we have, building resilience, and taking purposeful action towards the life we desire.

Through the School Advisory Council, stakeholders can reflect on implementation and determine steps to develop a positive culture and environment that is further enhanced through the district programs in the following ways:

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In Addition, a Culture LT (Leadership Team) has been established to work collaboratively towards creating a positive school culture in which all stakeholders share a common belief that they are valued, emotionally and physically safe, and successful. The Culture ILT will determine the school's cultural priorities by gathering stakeholder data from the Asqui survey and survey polls, identify trends within the data that show areas of need, and develop cultural goals and strategies to address identified needs.

Using established guiding questions, Culture LT will problem-solve and share ideas that address building a collaborative and supportive environment among adults and students. Our school environment will:

1. be characterized by openness, trust, and respect;
2. celebrate and honor the diversity of stakeholders;
3. recognize individual and school-wide successes;
4. encourage a culture of self-care;
5. create leadership opportunities for teachers and students;
6. portray a more positive school image for Jennings within the community;
7. increase parental and community involvement; and
8. focus on school beautification and safety.

The following Identifiers have been developed to address the goals of the guided questions:

1. Teacher / Student Leadership and collaboration
  - a. Professional Development
  - b. Leadership clubs (students) - Peer mediators / SGA / Men of Vision / Blueprint for girls
  - c. School wide mentoring program (7 Mindsets, Attendance, Behavior and Course Performance)
  - d. Leadership opportunities for staff
  - e. Team building activities
  - f. Off-site / On-site activities (bowling; Family Fun Nights, sports, etc.)
2. Teacher / Student appreciations, celebrations, and incentives
  - a. School-wide programs (Veteran's Day, Black History Month, Hispanic History Month, etc.)
  - b. Monthly appreciation / Sunshine committee
  - c. Monthly recognition for success
  - d. Mindfulness / Self-care (Teacher Planning Area, Yoga, Working Out, Office 365 Goals, etc.)
3. Community / Parent Involvement and Engagement
  - a. Social Media
  - b. School Beautification (Hallway / Cafeteria Murals)
  - c. Food pantry
  - d. Family nights / Conference nights / monthly parental Zoom meetings
  - e. Resources / classes / classroom observations and participation
  - f. PTSA
  - g. SAC
  - h. Quarterly newsletters / flyers
  - i. Volunteer opportunities
  - j. Community meetings (off site meetings)
  - k. Improved communications – text, Edsby, email

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Explain the correlation between the Schoolwide 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:

The school SIP Plan and TOP 2 Plan focus on the same instructional priorities. Consistency in strategies that positively impact student learning will allow for concentrated efforts on professional learning, data analysis processes, and district support concentrated efforts.

SIP Area of Focus: Task alignment to the depth of knowledge and intent of the grade level standard.

Additional focus will be on:

- Higher Order Questioning
- Opportunities for student discussion/discourse
- Independent practice with feedback on core content

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

Jennings is part of Hillsborough County Schools Transformation Network. Each school in the network is allocated school-based instructional units for coach positions. Jennings has a Reading Coach, Writing Coach, Science Coach, Student Success Coach and Community School Resource Teacher. All positions will build capacity and fidelity within instructional practices for equitable education with all students through teacher performance. The school leadership team meets weekly to discuss weekly goals that tie to quarterly goals. This includes plans for observation and feedback, professional learning, and coaching. The district support team, consisting of a region superintendent, Literacy coach, Math coach, Science coach, and RtI coach meet with the school team weekly to co-create the weekly action steps and to monitor the implementation of the agreed upon actions. The region superintendent provides direct support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent also conducts bi-weekly learning walks to monitor the instructional environment to include plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis and action planning, and professional learning for groups and school-wide development.

### 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

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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, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. 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 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. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.
6. 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.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

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

1. The district support team, consisting of a region superintendent, Literacy coach, Math coach, Science coach, and RtI coach meet with the school team weekly to co-create the weekly action steps and to monitor the implementation of the agreed upon actions. The region superintendent provides direct support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent also conducts bi-weekly learning walks to monitor the instructional environment to include plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis and action planning, and professional learning for groups and school-wide development.
2. Jennings completed a Comprehensive Needs Assessment in February using the most recent state and district data, as well as climate survey data. Based on the data, the school leadership team writes a plan to support academic achievement with respect to staffing, budgeting of federal funds and resource allocation. During that time, decisions are made on additional coaching staff to support teachers and students and programmatic adds to the support instruction or climate. Jennings has a focus on Social Emotional Learning in addition to core instruction to work on climate and engagement of students.
3. HCPS is district-managed for core curriculum. As part of the state adoption process and in alignment with the What Works Clearinghouse, the district adopted McGraw-Hill StudySync for Reading and ELA, Ed Gems for Math, Gateway for Civics and Pearson Realize for Science. Each subject has a district supervisor that creates district curriculum and pacing guides that have direct connections the B.E.S.T Standards and district progress monitoring assessments that allow schools to track data on both the standards and curriculum implementation.
4. I-Ready, a state approved intervention and resource is used for remediation and enrichment in both ELA and Math. The school has access to I-Ready's teacher toolbox for small group lesson support and will use Standards Mastery as a tool to monitor student proficiency with the new standards. The school also has access to Achieve 3000 to allow for additional on-grade level reading opportunities to include Level Set assessments throughout the year to progress monitor growth via Lexile Levels.
5. The school will participate in the state's Progress Monitoring assessments through the Florida Assessment of Student Thinking (F.A.S.T.) Assessments. The school will also take the I-Ready diagnostic three times, as well as district assessments by subject for triangulation of data with respect to standards achievement. The school also participates in bi-weekly mastery checks to intentionally plan instruction aligned to standards. These mastery checks are used throughout the schools PLC process to reflect on the effectiveness of instructional practices and ensure that instruction is aligned to content standards.
6. Based on the analysis of progress monitoring data, the regional team will determine if additional teacher development is needed to master content as well as adding additional instructional minutes on a Saturday for students not progressing on a continuum. Community support will also be leveraged for mentoring and tutoring opportunities for students.
7. The district provides all curriculum resources and support for instruction. Teachers are provided paid professional learning opportunities in the summer to unpack and internalize curriculum materials with content district experts. The Transformation Network district team provides weekly support of district content coaches who work with teachers weekly on planning and instruction. A school psychologist and school social worker are assigned to the school to support students' social emotional needs and RtI implementation.
8. N/A
9. Jennings has shown improvement since the administrative team has been in place. Intentional scheduling and support for teachers and students have shown significant progress in the school's

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achievement data. The school is only 1% point away from a “C” grade and we are confident that they will achieve a school grade of “C”.

10. Each week the district Region team will meet with the school’s administrative and leadership team to review weekly goals, monitor standards-based aligned instruction and support teacher development as needed. There will also be data-analysis reviews in coordination with the F.A.S.T assessments and other district assessments to create action plans for groups of students. Extended Learning Plan (ELP) dollars will be leveraged to provide additional time on standards in critical subject areas.

### 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 complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.
- 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 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 School Improvement (SI) 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 SI 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.

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- ☒ 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.
- ☒ Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

### 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

1. Latonya Anderson-Rhodes, Principal, was hired on April 8, 2019, and will remain for the 2022-23 school year pending your approval.
2. Mrs. Anderson-Rhodes has seen sustained improvement in school grade components and is only 1% point from a C. Prior to Jennings, she was an assistant principal at McLane Middle School where she helped the school move from a persistently low-performing D to a sustained C. Her assistant principal, Jessica McNemar has been part of the school's improvement for the last two years with prior experience as a district mentor and Pete Restos was hired new this summer from out state with prior experience in a Title 1 school.
3. The science coach at Jennings is new due to a promotion of the last coach to a district position. All other leaders are consistent from last year.
4. The district offers monetary incentives to administrators and certified, highly qualified teachers to attract them to our turnaround schools over and beyond district salary.
5. The Transformation Network teams work with and contracts out national leaders in turnaround. This includes former superintendents from across the country to provide leadership strategies for turnaround. All PD is then integrated into our Network way of work for continuity across our systems.
6. The principal and a school-based hiring team have the flexibility to hold interviews and select candidates that best meet the needs of the school. Once final selections are made, those names are provided to the Region Superintendent for review.
7. The Superintendent reserves the right to identify and select new leaders in the event the existing leaders do not make progress toward school grade improvement.

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

### 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 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

1. The district advertises vacancies on the district portal and select social media sites. As an attractor, the district has created an incentive of additional pay for schools that are in the Transformation Network. We use this as a hiring strategy when posting vacancies online and on the district portal. During the district Spring transfer period, Jennings had a two week jump start on hiring candidates to their site. Interviewing of candidates is done at the school site and processing is handled at the district level. Once an employee is hired, they are bound to a 1 –year commitment per our MOU.
2. In the event of vacancies, school-based coaches fill in or the class is split between the other certified staff until hiring the next candidate.
3. The district offers additional pay for effective, highly qualified teachers. We strategically call it additional pay as we require additional duties (i.e., weekly common planning and professional development) as part of the hiring agreement. At UNISIG schools, we take advantage of the state teacher incentives.
4. District VAM is utilized for our incentive pay, not state VAM as we seek to attract all grades and all subjects of highly effective, highly qualified staff.



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

### 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 SI 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?**

We have sent a recruitment team to state, county, and district Hiring Fairs. We designed a flyer for individual schools and the district to use to recruit staff. We use social media platforms like LinkedIn, Indeed, etc. Jennings also maintains social media accounts so that prospective teachers can get a glimpse into the school culture.

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

This year with teacher shortages, we did not reassign any teachers with NI/U state VAM for fear that replacements are not readily available. HCPS Classroom Teacher Association does not approve the movement of teachers without consent into a school. All NI/U Vam teachers have school-based coaching plans monitored by the Region Team and BSI Team.

**Confirm that all reassigned instructional personnel were not reassigned to SI schools.**

N/A

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

Not all vacancies are filled. Current vacancies are posted, and full-time subs have been deployed to support the instructional environment.

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	0	14	5	2
School %	0%	63.6%	22.72%	9.1%
District %	13.24%	67.44%	11.70%	7.61%

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

### 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>
Shaylia McRae, Chief of Transformation Network
<b>Contact information: email, phone number</b>
<a href="mailto:Shaylia.mcrae@hcps.net">Shaylia.mcrae@hcps.net</a> , (813)272-4876
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
10/4/2022
<b>Superintendent signature (or authorized representative)</b>
