

TOP-2



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

Polk County Public Schools
James E Stephens Elementary 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 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
James E Stephens Elementary 53001751

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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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 and the 8-step problem solving process. 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 Superintendent; District based curriculum coaches and other district personnel as requested.

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

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.

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



FLORIDA DEPARTMENT OF
EDUCATION
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2 School Grades - As of July 18, 2022

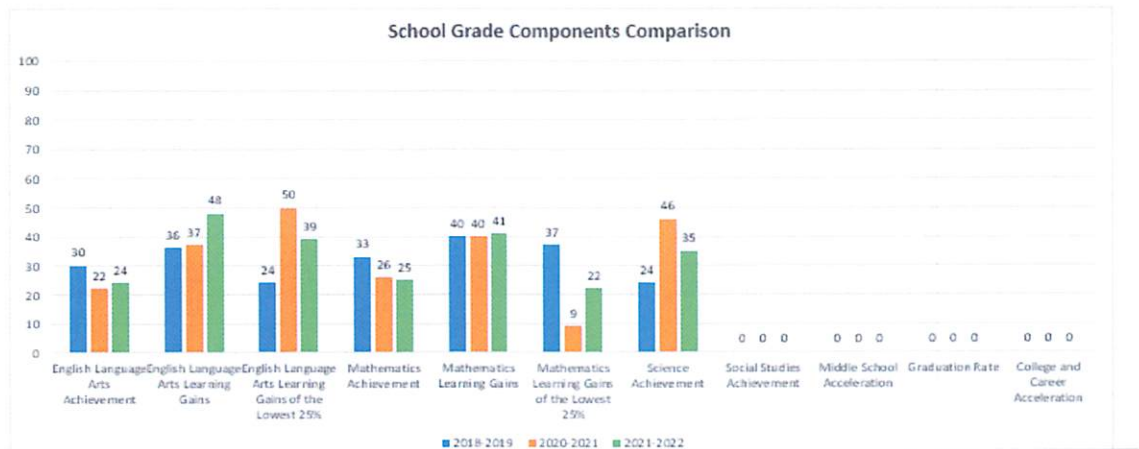
Grade 03=High; 04=Combination

For more calculation details, see the

calculations guide at
<http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. *Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2022	Additional Grade 2021*	Grade 2019	Grade 2018
53	POLK	1751	JAMES E. STEPHENS ELEMENTARY SCHOOL	24	48	39	25	41	22	35	234	7	33	99	D	D	C	C			

School Name	YEAR	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate	College and Career Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Grade
JAMES E. STEPHENS ELEMENTARY SCHOOL	2018-2019	30	36	24	33	40	37	24					224	7	32	D
	2020-2021	22	37	50	26	40	9	46					230	7	33	D
	2021-2022	24	48	39	25	41	22	35					234	7	33	D
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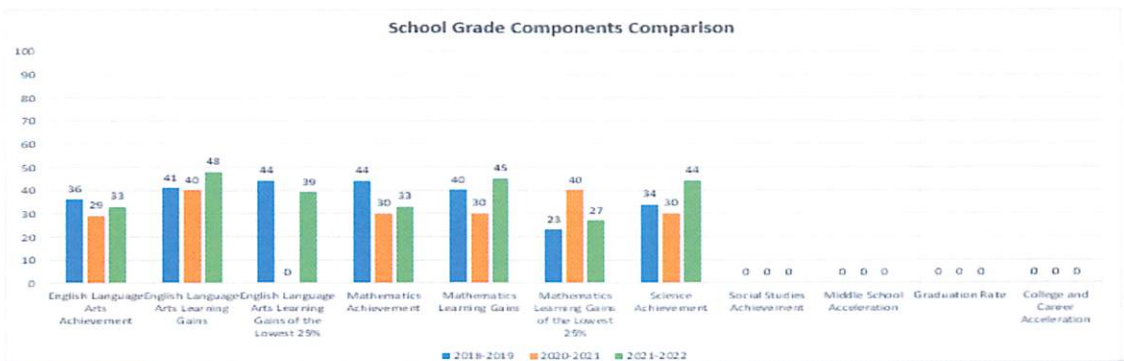
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2 School Grades - As of July 18, 2022
 Legend: 01=Lowest 25%; 02=High; 03=High; 04=Combination
 For more details on grade calculations, visit <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. *Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was

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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.

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. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days.

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

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 B.E.S.T. Benchmarks

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

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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.

Part A.

The district-managed turnaround plan for James Stephens Elementary 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 mission, vision, 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 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

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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 representative 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.
- 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 relocating 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 state 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.

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

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:

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 Inwood 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.

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 and desired for the district leadership and school leadership to 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 in English Language Arts.
1. Increase overall student proficiency 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, 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.

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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.

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.

Comprehensive Approach:

The district strategically reviews, monitors and fills instructional/ administrative positions in high-priority schools with experienced and effective educators. The district incentivizes qualified educators to fill vacancies utilizing state and district funds. For the 2022-2023, each elementary and secondary school participates in a master schedule review process prior to the beginning of the school year. The purpose of these sessions is for the principals and their assistant principal of curriculum to share the strategy and layout of their master schedule and how it contributes to student outcomes. Each regional and senior director asks a series of questions about each content and their relationship to the entire master schedule. Division of Schools and Teaching & Learning will approve each school's master schedule.

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 8th grade. Differentiate instruction and personalize learning 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:

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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 Directors 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, UniSig and Turnaround School Supplemental Support Allocation support.

District Policies and Practices:

The district will increase academic support for the students and faculty at Inwood 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 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

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- ☒ 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.
- ☒ 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

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School and district leaders reviewed the most recent VAM of all instructional staff. To 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, school and district leaders reassigned staff to either a school with a school grade rating of A, B, or C or to a primary grade level with an individual support plan to ensure continued growth and development, as well as student success.

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.

Principal

After review of a variety of data sets and the formal release of the 2022 school grade for James Stephens Elementary school, a change in leadership for this school was submitted.

Mrs. Nadia Lewis began her career as an educator in 2004, where she taught physical education at Kathleen Middle. She later served as the Dean of Students at Kathleen Middle from 2008-2010 and Assistant Principal at Kathleen Middle from 2010-2015. During the 2015-2017 years, Mrs. Lewis served as Principal of Sandhill Elementary School.

Mrs. Lewis has demonstrated successful turnaround experience during her principalship at Kathleen Elementary School from 2017-2020. Through dedicated teacher observations and participation in weekly planning sessions she was able to keep staff focused on ensuring they were providing standards-based instruction for students with evidence. Data analysis provided necessary and impactful changes which were made to correct misconceptions and to re-align the instruction needed to move student achievement.

These data sessions were also provided to students, parents, members of both SAC and PTO meetings. Strategic plans for student intervention and staff development were provided to an eager staff. As a result of these strategies and more, the school moved from a school grade of a "D" at 32% to a school grade of a "C" at 48% during the three years she served as principal of the school.

The Bureau of School Improvement approved the Principal Change Form for Mrs. Nadia Lewis to serve as Principal of James Stephens Elementary School.

Assistant Principal

Ms. Alatheia Towles has been serving as the Assistant Principal at James Stephens Elementary for six years. She has implemented many initiatives for both the academic and the behaviors side of the school. Behaviorally, Alatheia instituted a mentorship program for students, the Zones of Regulation and Conscious Discipline at James Stephens which has resulted in a reduction of discipline action by 20% over the past two years.

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Academically, her foundational skills initiative in primary grades with a heavy focus on phonics and phonemic awareness is propelling the students in K-2 to proficiency in reading. She continues to stretch students in standards-based instruction and high yield questioning in the ELA block.

The district employs a recruitment initiative for experienced Turnaround principals who accept the challenge of leading one of our high-priority schools. Principals are offered a one-time stipend and honored requests regarding staffing, scheduling, facilities and student support initiatives.

District senior leadership plans and facilitates bi-monthly professional development for principals and assistant principals focused on the understanding of state benchmarks/ standards and the implementation of monitoring and accountability best practices. Senior leadership and the Instructional Leadership Team (ILT), comprised of principal leaders, also facilitate scheduled calibration walks using a district school walkthrough tool.

Principals invite district senior leadership to engage in the selection of instructional staff through interviews and recruitment fairs to ensure a concerted approach to addressing the needs of the school.

If the school's grade does not improve after the first year of this TOP-2 plan, the district is prepared to reevaluate principal and assistant principal placement at high-priority schools, as well as support the school's academic success through a in-depth and strategic reflection of academic programs and 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 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

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.

A Memorandum Of Understanding (MOU) between the Polk Education Association, Inc. and Polk County School Board was signed in August 2022 to authorize mandatory and voluntary additional teacher

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and paraeducator collaborative planning time for schools designated by the FLDOE as in need of improvement. Staff will be provided the opportunity to plan an additional five days a week, including two days of administrator directed planning sessions.

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's of Needs Improvement and Unsatisfactory. The district has moved all core teachers with unsatisfactory and needs improvement VAM's out of the core areas and recruited teachers who have highly effective or effective VAM's or 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. James Stephens Elementary has priority in hiring teachers.

The district utilizes state funding for schools with a school improvement rating of D or F to incentivize teachers with a highly effective and effective VAM rating to teach at one of its high priority schools. Teachers can receive up to \$15,000 for a highly effective or effective VAM rating.

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?

Human Resources emailed all teachers the 2019-2020 Bonus Structure. There were no transfers of a HE or E teacher from a non-DA school into James Stephens Elementary School.

However, specific PCPS marketing targeted to neighboring counties towards teachers with Highly Effective and Effective VAM ratings – Facebook Ads, email blast and text blast.

Provide constant communication with individuals that were interested in a transfer, and created a process to enable them to transfer quickly.

Created job postings on Indeed in an attempt to contact additional applicants throughout the State of Florida, and out-of-state certified teachers that have been highly rated based on their state's rating scale. Monthly district-wide job fairs which allows our turnaround schools to meet potential candidates.

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

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

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

The Human Resource and Recruitment and Retention Departments work closely with district and school leaders to host hiring fairs, partner with educational firms such as TPG and EPI to recruit certified teachers from foreign countries and offer in-county transfers from non-turnaround schools to fill current vacancies.

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	4	1	1
School %	14.3%	57.1%	14.3%	14.3%
District %	6%	58.2%	19.3%	16.5%
State %	10.4%	63.4%	14.8%	11.4%

Acknowledgement

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

Name and title of person responsible for completing and submission of the TOP-2
Patricia J. Barnes, Regional Assistant Superintendent
Contact information: email, phone number
Patricia.barnes@polk-fl.net (863) 512-1348
Date submitted to the Bureau of School Improvement (due October 1)
9-20-2022
Superintendent signature (or authorized representative)
