Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Hudson Elementary School 0301

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2,** to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

The Community Assessment Team (CAT) played a critical role in reviewing performance data, determining causes for such performance, and providing recommendations for school improvement. Each region held a CAT meeting. Membership included parents, community members, educators from the school district and higher education, business representatives, and school leadership. Pasco County Schools decided to use the CAT as an ongoing vehicle for engaging stakeholders within each region (which encompasses feeder patterns).

During the initial CAT meeting, attendees were divided into groups to review and analyze data sets. They were also tasked with brainstorming possible causes for the low performance and generating recommendations for improvement. The data sets included stakeholder feedback from staff and students, performance data, and early warning system data.

The CAT identified the need for improved mathematics performance, more parent/community involvement, training to help teachers understand poverty, early intervention, and staff recruitment. Each of these recommendations is included in the Turnaround Plan for the school.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2,** to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Pasco County Schools decided to use the CAT as an ongoing vehicle for engaging stakeholders via each region. In addition to this mechanism, School Advisory Council (SAC) meetings are held monthly, and a weekly dinner meeting will be held for families. This weekly dinner meeting, called the Weekly Diner, will be used to develop relationships with families and to provide professional development to parents.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Needs Assessment Methodology: In addition to the CAT, each school in Pasco County Schools conducted a comprehensive needs assessment as part of its continuous improvement model. This needs assessment included analysis of student performance, analysis of stakeholder feedback, and self-assessment. Student Performance was analyzed by reviewing current and trend data by subgroup, school, and region. Data sources included Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessment (FSA), and district developed quarterly check results. Stakeholder feedback was analyzed by reviewing results from both the student and staff Gallup polls and the AdvancED parent survey. Additionally, focus groups were conducted to gather input regarding district curriculum, assessment, and professional development needs.

Multiple tools were used to conduct a self-assessment. Each school and the district completed the AdvancED Self Assessment of the five Standards for systems accreditation (Standard One: Purpose and Direction, Standard Two: Governance and Leadership, Standard Three: Teaching and Assessing for Learning, Standard Four: Resources and Support Systems and Standard Five: Using Results for Continuous Improvement). In reviewing the Five Essentials identified by Chicago School Research, there is alignment between the AdvancED standards and the identified Five Essentials (instructional guidance system, professional capacity, leadership, and student-centered learning climate) (Bryk, 2010).

The Best Practices in Inclusive Education (BPIE) was also completed by each school and the district. Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics were also completed by each school to gain insight into instructional and support practices.

The Multi-Tiered System of Support (MTSS) Specialist, Area Superintendent, Regional Team, and District personnel engaged in multiple site visits at the school during the needs assessment process to gain insight into Hudson's unique needs as well as identify foci for school improvement efforts.

The results of the Comprehensive Needs Assessment helped identify the supports needed to increase student achievement at the school. These

results impacted the way Title I and II funds are spent and the level of supports and interventions needed. Results of this comprehensive needs assessment indicate a need for improvement in academics, increased support services, and curriculum resources. The needs assessment information guided the planning of district Title I and II spending for Hudson Elementary Schools. Budgeting has been allocated for curriculum, personnel, professional development, and resources.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

☐ *Option 1: District-Managed Turnaround*

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

☐ *Option 2: Closure*

The district will reassign students to another school or schools and monitor progress of each reassigned student.

☐ *Option 3: Charter*

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐ *Option 4: External Operator*

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

☒ *Option 5: Hybrid*

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The information garnered from the CAT meeting was shared with the school leadership team, School Advisory Council, and the Superintendent's Turnaround Team. The CAT identified the need for improved mathematics performance, more parent/community involvement, training to help teachers understand poverty, early intervention, and staff recruitment. Each of these recommendations is included in the Turnaround Plan for the school. The other groups of stakeholders felt a strong need to increase social service and academic supports at HES. Allocation increases in Student Services will include an additional social worker and guidance counselor that will be key members of the School Based Intervention Team (SBIT) team and will be utilized to support behavior intervention and social/emotional learning. Academic supports include compensation for additional professional development, intense instructional coaching, and revised and new curriculum materials. Also, additional instructional allocations are being provided. Additional details are outlined in the summary of strategies included in this Hybrid Turnaround Plan. Planning has included strengthening social services and coaching supports, providing compensation for

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professional development, and adding additional K-1 teachers.

Our newly developed partnership between TNTP and Hudson Elementary will include support for leadership, building instructional capacity and direct teacher coaching. TNTP will assist with the visioning to develop an instructional culture that supports teachers in making necessary instructional changes so that all students have access to more rigorous content. The district is also partnering with the American Reading Company (ARC), ReadyGen, and Great Minds to provide high quality resources and professional development to ensure a rigorous Tier 1 level of instruction. Great Minds produces *Eureka Math* which has been named the leader among twenty reviewed math curricula for its focus/coherence, rigor, and usability. The American Reading Company produces the Independent Reading Level Assessment framework (IRLA) which allows the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers. According to TNTP, ReadyGen, the elementary ELA curriculum, is well-aligned to the demands of the new Florida Standards.

All stakeholders determined the best way to provide additional layers of support for the school would be through the Hybrid option that blends the District Managed Turnaround option and the External Operator option. This decision was made on a triangulation of data, which included student achievement data, walk through information, Gallup results, community feedback, student engagement activities and early warning systems data. Closing the school, making it a charter, or hiring an external operator without district managed connections to Pasco County Schools were not options the stakeholders felt would be in the best interest of the students attending the school.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: *Assurance 1 – Addressed in DIAP Section I.C.2*

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DIAP Section I.C.2: The DIAP contains the list of the core members of the district-based leadership team and describes each member's role on the team.

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DMT Item 2: *Assurance 2 – Addressed in DIAP Section I.A.2.c*

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DIAP Section I.A.2.c: The district leadership team has moved from a broad approach to school improvement to a specific, narrow theory of action that focuses on three key priorities: high impact instruction, data driven decisions, and collaborative culture. The work within this theory of action was generated based on successes from our previous work, data from TNTP, research on highly effective schools and systems and stakeholder feedback. Within this theory of action are sets of aligned district and regional supports that assist all schools in improving student outcomes.

DMT Item 3: *Assurance 3 – Addressed in DIAP Section I.C.1*

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

DIAP Section I.C.1: The DIAP contains the name of the turnaround lead who reports directly to the Superintendent.

DMT Item 4: *Assurance 4 – Addressed in DIAP Section I.A.2.d*

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DIAP Section I.A.2.d: Operational flexibility at a school implementing a Turnaround plan means the principal has the ability and authority to make staffing, scheduling and budgeting decisions. Examples of this include the flexibility to determine how the school's Title I funds are spent, the flexibility the principal has in determining how to spend the additional PLC/PD money provided to the school, the flexibility of scheduling the school day, the flexibility in controlling the budget, and the flexibility to determine the focus and support of new teachers.

DMT Item 5: *Assurance 5 – Addressed in DIAP Section I.C.3.b*

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

DIAP Section I.C.3.b: Pasco County Schools has an Employee Relations Department that works closely with schools to provide guidance on how to document, provide support, and reassign/replace instructional staff who demonstrate the need for intervention.

Pasco County Schools have added regional Human Capital Partners to the Office for Human Resources and Educator Quality. These partners work with schools within their designated region to assist with recruiting and retaining high quality staff at each school.

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DMT Item 6: *Assurance 6 – Addressed in DIAP Section I.C.3.b*

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

> DIAP Section I.C.3.b: Pasco County Schools does not have Unsatisfactory teachers at our Focus, Priority, and Turnaround schools. Language is included in school specific MOUs that any Needs Improvement or Unsatisfactory teachers would be transferred from the school. In the Turnaround Schools, teachers were given the opportunity to leave and administration was granted the opportunity to hire their new staff members.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

☒ *Area of Focus 1*

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

☒ *Area of Focus 2*

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☒ *Area of Focus 3*

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

☒ *Area of Focus 4*

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

☐ *Area of Focus 5*

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

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DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Please see page 8, Hybrid Item 1.

Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Please see page 8, Hybrid Item 1 for more specifics.

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Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Pasco County Schools is engaged in a methodical, evidence-based systems approach to continuous improvement. This systems approach has yielded positive results as evidenced by an increase from 68 to 85% of Pasco County Schools receiving a school grade of A, B, or C and a decrease from 32 to 15% of schools receiving a school grade of D or F in 2014-15, the most recent school grade release.

An agreement will be established with TNTP as an external operator to become a newly established partner with Hudson Elementary School. TNTP has a successful record of working with schools (TNTP, 2012).

Additionally, all staff hired at HES will be effective or highly effective. Core academic instructional staff will not be placed at HES through layoff/recall procedures. Staff will be replaced or assigned where student's failures to improve can be attributed to a staff member.

A district led leadership team has been established which includes the superintendent, deputy superintendent, area superintendent, curriculum specialist (ELA, math and science), professional development specialist and multi-system of support specialist, Title 1 program coordinator, supervisor of accountability, research and measurement, human capital partner, and office of teaching and learning director to oversee the

progress of HES. Quarterly meetings will be scheduled by the district leadership team with the school leadership team to review data and supports. Additionally, ongoing meetings with Differentiated Accountability (DA) school leaders have been held to ensure a focus and direction for 2016-2017.

An area superintendent acts as the turnaround lead in supporting the progress and direction of the DA schools. Additionally, a regional team supports the school in the areas of curriculum, learning design, student services and professional development.

The principal within the scope of the comprehensive plan will maintain authority over staffing, scheduling and budgeting.

As a system, the district is using professional learning communities to ensure all educators work together in improving teaching practices and student learning (DuFour, DuFour, Eaker, & Many, 2006). Additionally, the district has prioritized three areas of focus for its continuous improvement work. These areas of focus: high impact instruction, data driven decisions, and collaborative culture drive our systems approach.

The strategies included in this Turnaround Plan for Hudson Elementary School (0301) are organized around five essential areas. Additionally, the strategies are labeled according to which Area or Areas of Focus they address, as required by the District Managed Turnaround option. **The plan is intended to be a connected plan with each strategy supporting the others and no strategy being implemented in isolation.**

Rationale: Over a seven year period, 100 public schools in Chicago were able to substantially improve in reading and mathematics. Using large amounts of longitudinal data, a study was conducted to determine what could be attributed to this success. The study yielded a set of five comprehensive practices and conditions that promote improvement: The Five Essentials. Schools that are strong in the five essential areas are ten times more likely to improve student learning than schools that are weak in these areas (Bryk, Sebring, Allensworth, & Easton, 2010).

Effective Leadership
The principal works with teachers to implement a clear and strategic vision for school success. In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:
· practice shared leadership,
· set high goals for quality instruction,
· maintain mutually trusting and respectful relationships,
· support professional advancement for faculty and staff, and
· manage resources for sustained program improvement.

Strategy 1: In a newly formed partnership with The New Teacher Project (TNTP), develop a strong instructional culture that fosters effective teaching, sets high expectations, monitors implementation of curricular resources, and is committed to improving instructional practice. (Area of Focus 1)

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Rationale: TNTP (2012) cites Fryer's (2012) analysis that links school culture to student achievement. This analysis attributes 50 percent of the variation in school effectiveness to the school cultural factors of sharing a common vision of instructional excellence, clearly defined expectations for effective teaching, and a commitment to improved instructional practice. In TNTP's study, high needs schools scoring in the upper quartile of TNTP's measurement of cultural factors produced mathematics scores 21 percentage points higher and reading scores 14 percentage points higher as compared to other similar schools in the same district. Additionally, these schools retained their most effective teachers. Furthermore, TNTP engaged the American Institutes for Research (AIR) to study the link between culture as measured by TNTP, student achievement, and staff retention. The results of this study indicate TNTP's cultural measurement is a valid predictor of student performance.

Marzano (2005) includes monitoring on the list of twenty one responsibilities of the school leader. He describes this to mean creating a system in which providing feedback is at the core of this responsibility. The extent to which a leader monitors the effectiveness of practice contributes to the impact on student performance. In his meta-analyses, he found that monitoring has a .27 correlation with achievement. The identified twenty one responsibilities may be found at http://hisdeffectiveteachers.org/assets/balanced-leadership.pdf (Waters, Marzano, & McNulty 2003).

The new principal at HES will conduct more frequent observations using instructional walkthroughs to provide feedback and instructional support to the teachers, to monitor the implementation of curricular resources, and to continually meet the professional development needs of the staff. Additionally, the principal will be attending the Standards Institute which will support her focus at HES.
http://www.standardsinstitutes.org/institute/summer-2016-standards-institute

TNTP will support HES in three main areas: leadership, instructional capacity, and direct teacher coaching.
For leadership support, TNTP will help the HES principal establish, communicate, and implement her vision and goals to ensure a strong direction for the school. Specific focus areas of leadership support include:
- Vision setting, alignment, and implementation
- Building capacity for teacher development: observations, feedback, and performance management
- Data driven leadership
- Building knowledge of the FL Standards, instructional shifts, and their implementation

Specific areas of focus within building instructional capacity include:
- Using high-leverage FL Standards aligned instructional strategies
- Increasing rigor in the classrooms
- Effectively using the literacy block
- Making the most of a well-aligned mathematics curricula

Direct teacher coaching will provide coaching to select teachers through several coaching cycles. Teachers will be strategically identified for this intensive support in collaboration with TNTP and the HES principal. Coaching will be provided both   one-on-one and in groups of

teachers (PLCs) based upon teacher need and strategy. Specific areas for coaching may include:

- Foundational teaching skills that are essential to leading focused and engaged classrooms from day one
- Instructional planning
- FL Standards aligned instructional strategies
- Classroom management and culture
- Data driven instruction

Strategy 2: Recruitment and hiring of leaders with proven success at a DA school. (Area of Focus 4)

Rationale: According to the Center for Public Education (2014), principals impact their students' outcomes, particularly at the most challenging schools. When looking at factors within a school it is estimated that principals are second only to teachers in their impact on student achievement (Seashore-Louis, et al., 2010). A highly effective principal can increase his or her students' scores up to 10 percentile points on standardized tests in just one year (Marzano, Waters and McNulty, 2003). Principals can also affect other student outcomes including reducing student absences and suspensions, and improving graduation rates. Principals in low-achieving or high poverty, minority schools tend to have a greater impact on student outcomes than principals at less challenging schools (Leithwood, et al., 2004, Seashore-Louis, et al., 2010).

There is a commitment as part of the DMT portion of the hybrid to ensure that the leadership team is the right principal and team to ensure there will be improved student achievement. The new principal and assistant principal, both of whom have experience leading separate schools in the Differentiated Accountability model to improving the school grades to a C, have a clear and focused vision for the school and set high expectations for all with a strong commitment to building trust and respect among staff, students, parents, community stakeholders, and the administrative team. The principal's passion and tenacity in meeting all student needs will serve as a model in fostering respect for the vision and values. The new principal and assistant principal will work side-by-side with all stakeholder groups to identify barriers preventing academic and social success and improve school climate and culture by celebrating successes along the way. Serving as the instructional leaders of the school, both the principal and assistant principal will work tirelessly to build capacity, create opportunities for growth and leadership roles, and provide timely and meaningful feedback while holding all accountable in meeting the vision of the school.

The principal will make the School Success Plan (SuP) an essential driver by aligning the thinking, practices, and resources to support that direction and vision. A system will be implemented that revisits the SuP regularly, creating a data driven inquiry cycle that refines adult thinking and practice to align with student outcomes.

The coaching staff at HES is also new to the school and has had successful experiences working in challenging situations. As stated earlier in this section, TNTP will provide assistance with leadership support, building instructional capacity and teacher coaching.

Strategy 3: Provide leadership with professional development to support deepening the effectiveness of PLCs and use of data. (Area of Focus 1)

Rationale: The principal leads the school-based leadership team (SBLT). School-based leadership teams (SBLT) meet to develop, implement, and monitor the School Success Plan (SuP) using a triangulation of multiple data sources for decision-making (Quarterly Checks, IRLA, Walkthrough data). Data sources are used to determine whether to continue, intensify, modify, or terminate current Success Plan strategies. Additionally, the principal with the SBLT creates Tier 1 and Tier 2 infrastructure for academic interventions and monitors the effectiveness of both tiers. This team also monitors the overall "health" of the school community using Early Warning System (EWS) and other data sources to create Tier 1 and 2 infrastructures for behavior interventions and monitors the effectiveness of both tiers. Each quarter the Superintendent's Staff meets with school leadership to monitor the implementation of the SuP and to support the leadership in their efforts to bring about school improvement.

The principal has previously attended the PLC At Work Institute and has a strong knowledge base around professional learning communities. Drs. Buffum and King from Solution Tree will be providing support and training to the principal around Multi-Tier Systems of Supports structure to continue to strengthen her learning. Additionally, the state Regional Support to School Districts will provide follow up support aligned with this work. Each quarter, the Superintendent's Staff will meet with school leadership to monitor the implementation of the SuP and to support the leadership in their efforts to bring about school improvement.

Strategy 4: Provide school-based leadership team with differentiated support from the Regional Team.

Rationale: To increase the likelihood of sustainability at each school, School-Based Leadership Teams (SBLT) will receive differentiated coaching support from the Regional team based upon data gathered from the Comprehensive Needs Assessment. A primary focus of this coaching will be building capacity for the SBLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SBLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide embedded Professional Development to team members on MTSS within their PLCs.

The Regional Team is headed by an Area Superintendent. The rest of the team is composed of Curriculum Specialists for mathematics, English/Language Arts, and science; a professional development specialist; a multi-tiered system of support specialist; and a learning design specialist. Additional supports are provided by the Regional Executive Director and the Regional Support to School Districts team from the Florida Department of Education.

Public and Collaborative Teaching
The staff is committed to the school, receives strong professional development, and works together to improve the school.

In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:
· active partners in school improvement,
· committed to the school, and
· focused on professional development.

Strategy 1: Develop a unique marketing plan to inspire quality staff to seek opportunities at Turnaround schools.

Rationale: Research shows that instructional change is not a matter of abandoning beliefs, but of gradually replacing them with more relevant beliefs developed through experiences in a supportive environment (e.g., Nespor, 1987). If there is no change in the larger system, the struggling teacher and the innovation are doomed to frustration or abandonment (Bowers, 1973). Research demonstrates that implementation of significant change efforts must take into account the need to recognize teachers' belief systems and to design appropriate support.

The Area Superintendent, Director of Employee Relations, and school leadership presented a vision of focus to the staff at HES during the third quarter. At that time, teachers at HES were given the opportunity to opt out of returning to the school in the fall. Recruitment Fairs were held during May to assist the new school leadership in hiring staff who have a passion to make a difference for HES students. Preview recruitment materials here. A personal letter was sent to all teachers in the district from the Superintendent requesting consideration of teaching at identified high needs schools. Hudson Elementary School was one of six identified schools identified to current staff for consideration. Additionally, a recruitment fair was held at one of the schools within each region. At this fair the principals spoke about their vision and the work of their schools.

Strategy 2: Provide financial compensation for all instructional staff to engage in additional PLC, professional development, and planning in each Turnaround school. (Area of Focus 1)

Rationale: HES is being provided with an additional 2,053 hours for all instructional staff to engage in additional PLC, professional development, and planning. The 2016-17 school year will start with a two-day staff retreat during which all staff will engage in the mission, vision, and core values of the school. Staff will make collective commitments that they will hold each other accountable for throughout the year. A third day of additional beginning of the year professional development will consist of professional development (PD) to practice sessions addressing number talks, curriculum guides, data to inform instruction, positive behavior interventions, and creating strong learning environments.

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for

learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

Strategy 3: Hold a Learning Symposium during the summer to offer professional learning to all staff. Provide follow up sessions throughout the year to facilitate professional development (PD) to practice. (Areas of Focus 1, 2, and 3)

Rationale: To provide high quality professional development opportunities to administration, teachers, and coaches, the district will be hosting a week long summer learning symposium with targeted sessions on:
- SBLT support with PLC processes (for admin and PLC Facilitators)
- Curriculum Unit Launch
- Integrated general sessions

These areas will provide an additional layer of targeted learning in curriculum and instruction in the areas supported through this Turnaround Plan (e.g., IRLA, Mathematical Shifts, and Unit Planning in all subject areas). Follow-up from sessions will include ongoing site-based coaching from school coaches and regional teams.

Ambitious Instruction and Learning
Classes are academically demanding and engage students by emphasizing the application of knowledge.
In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, ambitious instruction has the most direct effect on student learning. It is:
- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced, and
- aligned across grades

Strategy 1: Working with support and guidance from the contracted partner, TNTP, develop, adopt, and revise curricular resources that match the rigor and progression of the Florida Standards to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction. (e.g., Eureka math, scale up to all grades using IRLA, use of ReadyGen to support core ELA instruction). (Areas of Focus 2 and 3)

Rationale: Pasco County Schools will continue to partner with American Reading Company (ARC) to support and coach reading instruction.

Implementing ARC's Independent Reading Level Assessment framework (IRLA) in each classroom K-5 will allow the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers.

The implementation of IRLA will include comprehensive and ongoing professional development for the staff. The professional development will consist of coaching with timely feedback, peer observations, team/department study groups, the use of diagnostic data, design of intervening instruction for data identified gap(s) in individual readers at all levels, conferencing skills for use with individual students, building reading stamina, and small group mini-lessons.

Additionally, the school has developed a tight implementation and monitoring plan entitled "Success Essentials." This plan details the expectations, including timelines, for implementation of individual conferencing, trajectory meetings, and PLC meetings.

Pasco County Schools will be partnering with Great Minds to implement *Eureka Math*. *Eureka Math* offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. *Eureka Math* was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

The plan to implement *Eureka Math* is a three layered approach that includes district, regional, and school support. The district will provide monthly coaching support to the math coach, develop a curriculum guide for teachers, develop a communication guide for parents, and conduct frequent check-ins with the school to monitor implementation and determine needs for additional support. The regional supports include side by side coaching with the math coach, assistance with parent communications, and support with data analysis. At the school level, coaching support will be provided to each teacher implementing *Eureka Math*, all features of the *Eureka Math* program will be utilized, and PLCs will use the guiding questions to incorporate *Eureka Math* into planning and responding to teaching and learning.

A strategic approach to writing instruction will be used to improve writing skills with students in need and to enrich writing skills of those students who are strong writers. During the second week of school, a baseline writing assessment will be given to all students. Students who perform in the lowest quartile in each grade (grades 3-5) will participate in an intense writers workshop held once a week by the ELA coach, regional ELA coach, and two HES teachers. Follow up lessons and strategies will be provided to all teachers so that writing skills learned can be applied outside the workshop. This intense intervention is planned to last the first semester. Students who are performing in the upper quartile in writing will be provided additional enrichment to push them to higher levels of performance, and follow up lessons and strategies will be provided to their teachers.

Part of the financial compensation for additional PLC, professional development, and planning will be used for science curriculum

development. HES teachers will use the inquiry model to engage in hands-on science teaching and learning. Science academies conducted by the regional team and peer share within the school will also be vehicles used to enhance teachers' scientific knowledge base and develop science pedagogy.

Strategy 2: Provide academic coaches in each Turnaround school. (Area of Focus 3)

Rationale: The principles of instructional coaching are grounded in research on effective professional development and professional learning communities. Coaching is a promising approach because it strives to blend what is known about effective, job-embedded professional development with school-based and school-specific needs in both school culture and academic content.

Coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter so that they can bring that knowledge to bear on problems and questions that matter (Neufeld & Roper, 2003).

Coaches use a variety of professional development procedures to foster the high-quality implementation of instruction and interventions. These procedures include (a) conducting individual or small group meetings to identify how best to address the most pressing learning needs, (b) guiding teachers through instructional materials (i.e., curriculum resources, formative assessment resources), (c) collaboratively planning with teachers to identify when and how to implement interventions, (d) co-planning and preparing materials for teachers prior to instruction, (e) modeling instructional practices in teacher classrooms, (f) observing teachers using instructional practices or implementing interventions, and (g) providing timely feedback (Knight, 2004). The end goal of any coach is to improve the capacity in the building to instruct, intervene, and achieve improved student outcomes.

Strategy 3: Develop plan for supporting and monitoring coaching in Turnaround schools (coaching conference, observation cycles, e.g.). (Areas of Focus 1 and 3)

Rationale: Good coaching gets results—and it gets them fairly quickly. However, "good coaching" is not the reality for many coaches who operate in systems that are not organized to create, develop, and sustain the conditions for instructional improvement (Fullen & Knight, 2011).

Hudson Elementary school has a new coaching team that includes 3 high quality instructional coaches (ELA, Math, Learning Design Coach) with proven records of success at previous DA schools.

Hudson's school-based coaching plan includes administration meeting weekly with all coaches to discuss and reflect on school-wide data, to determine tiered levels of coaching support for staff, and to identify coaching cycles for priority staff members. In addition, there will be bi-weekly differentiated coaching support from the regional team, as well as, professional development and coaching support provided through monthly regional coaching meetings and quarterly district coaching conferences. Coaches will have a weekly coaching schedule that is submitted and monitored by admin and will also utilize a district developed coaching log to track and monitor coaching support.

Differentiated regional coaching support will be provided in the areas of unpacking standards, IRLA and monthly trajectory data meetings, Tier 1 and 2 monitoring, Number Talks and Fluency Checks discussion of student work, *Eureka Math*, and Growth Mindset.

Safe and Supportive Environment

The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers. In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:

·   students feel safe in and around the school,
·   they find teachers trust-worthy and responsive to their academic needs,
·   all students value hard work, and
·   teachers push all students toward high academic performance.

Strategy 1: Provide supplemental student services allocations to Turnaround schools. Prioritize Turnaround schools to receive consistent student support service teams. (Area of Focus 3)

Rationale: A high quality and consistent student services support team is essential in supporting behavior/social emotional and engagement success within a multi-tiered system of supports. This team in collaboration with the School-Based Intervention Team (SBIT) will be responsible for creating a school-wide infrastructure for Tier 2 and 3 behavior supports [e.g., Check and Connect, socials skills, or counseling groups, Functional Behavior Assessment (FBA)/Behavior Intervention Pan (BIP), connecting the right students with services provided by the community partners]. Student Services allocation increases include an additional social worker and guidance counselor that will be key members of the SBIT team and will be utilized to support behavior intervention and social/emotional learning. This team will also create a system for identifying significantly at-risk students using Early Warning System (EWS), universal skill screening, and other data sources for individual student problem-solving and monitoring of effectiveness. This team will ensure that the whole child is being addressed during Tier 3 problem solving meetings (e.g., by problem solving how to meet the needs of disengaged students by removing barriers to social, emotional, psychological, behavior, and academic learning) and ensuring that all students are college, career, and life ready. Having a high quality student services team will allow for a "wrap around" service delivery approach to support the academic, physical, mental, and socio-emotional well-being of all students.

Strategy 2: K-1 teachers will be added to lower class size so that intense, targeted supports to address foundational skills and learning gaps can be provided in smaller group settings. (Areas of Focus 1 and 3)

Rationale: Research shows that students who leave first grade reading below grade level rarely catch-up and are at-risk for future academic failure and dropout (Allington, 2011). Intervention is most effective when the interventions are timely, structured, and mandatory; focused on the *cause* of a student's struggles rather than on a symptom and part of a system that guarantees that student have access to high quality instruction no matter which teacher a student is assigned (Buffum, Mattos, & Weber, 2009). We can predict that one-third of entering

kindergartners who do not know all their letter names are likely to become the one-third of 4th graders reading below grade level. Therefore, schools should begin by ensuring that these kindergartners participate in additional high-quality reading instruction and intervention. Schools should be structured so that first day of school does not predict academic outcomes 5 years later. Kindergarten intervention will bring many at-risk students up to grade level in reading. Some students, however, will still need intensive reading instruction as well as high-quality additional reading interventions in 1st grade. Through a targeted and intensive school-wide focus on early intervention/prevention through the implementation of tiered supports a majority of students will meet reading proficiency in at-risk 1st grade readers (Allington, 2011).

Family and Community Engagement
The entire school staff builds strong relationships with families and communities to support learning.
In schools with involved families, the entire staff builds strong external relationships. Such schools:
- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Strategy 1: Focus on efforts to build capacity of staff to support students living in poverty and work with students with behavioral challenges through an additional layer of support at Turnaround schools. (Area of Focus 2)

Rationale: Staff needs assistance and support in understanding the real and structural causes of poverty, and they need information to help them debunk common myths and stereotypes about people who live in poverty. Support will include research-based strategies and offer research-based strategies and insider perspectives for improving relationships, communication, and opportunities across poverty barriers from a consultant who is an expert in the field. The support will provide models and programs that increase a connected, collaborative, community-wide approach to fighting poverty with the intent of educating and engaging staff not in poverty for making a difference among those who are in poverty (Beegle, 2016).

Staff will be given an opportunity to engage with Ruby Payne and Donna Beegle around strategies to understand and support children of poverty. The principal will implement a Hudson Elementary Diner to invite families in for dinner and professional development on a weekly basis. The principal successfully implemented this family outreach program at her previous DA school.

To view more about the parental and student involvement event, view the following video: https://www.youtube.com/watch?v=9yU8eyl3vh4

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