FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

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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.

Hillsborough 29

Booker T. Washington Elementary 4601, Foster Elementary 1481, Jennings Middle School, Just Elementary School 0282, Oak Park Elementary 3201, Sheehy Elementary 0051

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.

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.

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

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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.

The methodology utilized to determine the needs of the schools listed above involved a thorough analysis and synthesis of multiple data points over multiple years. Data points included: student achievement, early warning systems, faculty evaluations, observations, stakeholder surveys, and input from the Community Assessment Team. The Principal, Area Superintendent, and Superintendent analyzed these data points. The results are summarized across the five domains of effective schools as specified by Florida's School Improvement Plan: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction, Safe and Supportive Environment, and Family and Community Engagement. The surveys included in the analysis are the Teaching Empowering Leading and Learning Survey (TELL) and the School Climate and Perception Survey (SCP). The TELL survey is completed by teachers, and has been used for the past three years. Results are reported in the composite areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support. Results are also reported by individual item. The SCP survey is completed by students, parents, and school-based support staff, and has been actively archived for the past eight years. Results are reported in the composite areas of the principal, the work environment, and the students. Results are also reported by individual item. Use of these two surveys has been consistent and stable over several years, allowing us to compare results from year to year and plan accordingly.

B.T. Washington Elementary

Effective Leadership- The current principal was appointed to B.T. Washington on March 20, 2016 . One Assistant Principal was appointed on February 2, 2014and the second Assistant Principal was appointed on July 11, 2016.

	2015	2016
School Leadership TELL*	74.3%	74%
My principal cares about me SCP** students	83.8%	83.7%
My principal is an effective leader SCP parents	81%	89.6%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	70.4%	69.9%
Professional Development TELL	82.5%	80.7%
Time (for collaboration, planning, and instruction) TELL	63.2%	56.8%

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Ambitious Instruction

	2015	2016
1st Gr Reading	22 Percentile Avg	17 Percentile Avg
1st Gr Math	25 Percentile Avg	21 Percentile Avg
2nd Gr Reading	15 Percentile Avg	17 Percentile Avg
2nd Gr Math	22 Percentile Avg	21 Percentile Avg
3rd Gr Reading Comp	32 Percentile Avg	28 Percentile Avg
3rd Gr FSA ELA	24% 3+	20% 3+
3rd Gr FSA Math	19% 3+	16% 3+
4th Gr FSA ELA	8% 3+	13% 3+
4th Gr FSA Math	13% 3+	16% 3+
5th Gr FSA ELA	10% 3+	18% 3+
5th Gr FSA Math	5% 3+	10% 3+
5th Gr SSA Science	11% 3+	20% 3+
Instructional Practices and Support TELL	80.6%	83%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	1%	26%	71%	1%
Domain 2 The Classroom Environment	1%	21%	72%	5%
Domain 3 Instruction	1%	32%	63%	4%
Domain 4 Professional Responsibilities	0%	18%	80%	2%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	69%	77%
% of Students with 1+ Suspensions	13%	8%
Number of Students Incidents	249	113
Managing Student Conduct*	69%	69.7%
I have a mentor or someone who helps me succeed**	n/a	72.1%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

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Family and Community Engagement

	2015	2016
The school is supported by the community**	77.5%	70.8%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	82.5%	79.8%
Students are encouraged to participate in school and community events**	85.2%	85.1%
Overall Community Support & Involvement*	61.9%	59.1%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Foster Elementary

Effective Leadership- The current principal was appointed to Foster on October 28, 2013. The Assistant Principal was appointed on May 9, 2016.

	2015	2016
School Leadership TELL*	68.4%	88.4%
My principal cares about me SCP** students	78.8%	79.4%
My principal is an effective leader SCP parents	73.3%	81.8%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	72.1%	89.6%
Professional Development TELL	85%	92.3%
Time (for collaboration, planning, and instruction) TELL	61.9%	72.7%

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Ambitious Instruction

	2015	2016
1st Gr Reading	33 Percentile Avg.	28 Percentile Avg.
1st Gr Math	37 Percentile Avg.	32 Percentile Avg.
2nd Gr Reading	29 Percentile Avg.	28 Percentile Avg.
2nd Gr Math	36 Percentile Avg.	34 Percentile Avg.
3rd Gr Reading Comp	36 Percentile Avg.	38 Percentile Avg.
3rd Gr FSA ELA	34% 3+	38% 3+
3rd Gr FSA Math	35% 3+	43% 3+
4th Gr FSA ELA	29% 3+	27% 3+
4th Gr FSA Math	29% 3+	30% 3+
5th Gr FSA ELA	20% 3+	31% 3+
5th Gr FSA Math	25% 3+	30% 3+
5th Gr SSA Science	27% 3+	35% 3+
Instructional Practices and Support TELL	78.1%	86.9%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	0%	3%	95%	1%
Domain 2 The Classroom Environment	2%	9%	89%	2%
Domain 3 Instruction	0%	40%	58%	2%
Domain 4 Professional Responsibilities	2%	5%	84%	9%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	77%	78%
% of Students with 1+ Suspensions	1%	2%
Number of Students Incidents	25	49
Managing Student Conduct*	65.1%	85.3%

I have a mentor or someone who helps me succeed**	n/a	62.4%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	77.0%	85.5%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	81.6%	83%
Students are encouraged to participate in school and community events**	83.7%	83.9%
Overall Community Support & Involvement*	59.7%	76.9%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Jennings Middle School

Effective Leadership- The current principal was appointed to Jennings on January 7, 2013. One Assistant Principal was appointed on March 27, 2006 and the second Assistant Principal was appointed on April 5, 2010 .

	2015	2016
School Leadership TELL*	67.4%	80.6%
My principal cares about me SCP** students	29.1%	38.5%
My principal is an effective leader SCP parents	64.6%	93.3%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	69.4%	76.7%
Professional Development TELL	71.7%	79.0%
Time (for collaboration, planning, and instruction) TELL	58.1%	64.8%

Ambitious Instruction

	2015	2016

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Gr 6 ELA	25% 3+	28% 3+
Gr 6 Math	26% 3+	29% 3+
Gr 7 ELA	18% 3+	22% 3+
Gr 7 Math	31% 3+	33% 3+
Gr 8 ELA	23% 3+	27% 3+
Gr 8 Math	19% 3+	33% 3+
FSA Algebra I EOC (First Time Takers)	70% 3+	83% 3+
Gr 8 Science	23% 3+	25% 3+
Instructional Practices and Support TELL	77.4%	78.6%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	2%	17%	81%	0%
Domain 2 The Classroom Environment	2%	19%	77%	2%
Domain 3 Instruction	2%	36%	61%	1%
Domain 4 Professional Responsibilities	4%	16%	76%	4%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	66%	73%
% of Students with 1+ Suspensions	35%	34%
Number of Students Incidents	1657	1484
Managing Student Conduct*	52.7%	69.4%
I have a mentor or someone who helps me succeed**	n/a	48.7%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	60%	73.2%

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The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	74.6%	77.3%
Students are encouraged to participate in school and community events**	64.3%	75.6%
Overall Community Support & Involvement*	52.4%	57.6%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Just Elementary

Effective Leadership- The principal was appointed on June 9, 2014. The Assistant Principal was appointed on September 6, 2010.

	2015	2016
School Leadership TELL*	70.1%	60.2%
My principal cares about me SCP** students	73.2%	89.1%
My principal is an effective leader SCP parents	72.2%	71%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	61.2%	60.8%
Professional Development TELL	67.2%	75.4%
Time (for collaboration, planning, and instruction) TELL	42.3%	46.8%

Ambitious Instruction

	2015	2016
1st Gr Reading	22 Percentile Avg	13 Percentile Avg
1st Gr Math	26 Percentile Avg	17 Percentile Avg
2nd Gr Reading	20 Percentile Avg	16 Percentile Avg
2nd Gr Math	20 Percentile Avg	17 Percentile Avg
3rd Gr Reading Comp	25 Percentile Avg	26 Percentile Avg
3rd Gr FSA ELA	11% 3+	14% 3+
3rd Gr FSA Math	16% 3+	25% 3+

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4th Gr FSA ELA	15% 3+	28% 3+
4th Gr FSA Math	15% 3+	28% 3+
5th Gr FSA ELA	38% 3+	18% 3+
5th Gr FSA Math	21% 3+	18% 3+
5th Gr SSA Science	32% 3+	26% 3+
Instructional Practices and Support TELL	73.4%	75.8%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	0%	18%	81%	0%
Domain 2 The Classroom Environment	0%	7%	93%	0%
Domain 3 Instruction	0%	34%	66%	0%
Domain 4 Professional Responsibilities	0%	6%	83%	11%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	71%	73%
% of Students with 1+ Suspensions	14%	12%
Number of Students Incidents	569	335
Managing Student Conduct*	55.8%	43.6%
I have a mentor or someone who helps me succeed**	n/a	62.0%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	71.7%	58.1%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	85.7%	75.9%
Students are encouraged to participate in school and community events**	85.5%	80%

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Overall Community Support & Involvement*	52.8%	45.7%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Oak Park Elementary

Effective Leadership- The current principal was appointed to Oak Park on July 22, 2013. One Assistant Principal was appointed June 15, 2009 and the second Assistant Principal was appointed on February 25, 2008.

	2015	2016
School Leadership TELL*	82%	91.6%
My principal cares about me SCP** students	71.9%	74.4%
My principal is an effective leader SCP parents	67.9%	72.2%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	81.5%	90.4%
Professional Development TELL	89.8%	95.6%
Time (for collaboration, planning, and instruction) TELL	55.8%	71.7%

Ambitious Instruction

	2015	2016
1st Gr Reading	22 Percentile Avg.	17 Percentile Avg.
1st Gr Math	24 Percentile Avg.	25 Percentile Avg.
2nd Gr Reading	25 Percentile Avg.	18 Percentile Avg.
2nd Gr Math	38 Percentile Avg.	27 Percentile Avg.
3rd Gr Reading Comp	30 Percentile Avg.	27 Percentile Avg.
3rd Gr FSA ELA	16% 3+	15% 3+
3rd Gr FSA Math	27% 3+	21% 3+
4th Gr FSA ELA	19% 3+	21% 3+
4th Gr FSA Math	23% 3+	19% 3+
5th Gr FSA ELA	25% 3+	35% 3+

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5th Gr FSA Math	22% 3+	29% 3+
5th Gr SSA Science	24% 3+	35% 3+
Instructional Practices and Support TELL	81.6%	88.7%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	0%	12%	87%	0%
Domain 2 The Classroom Environment	0%	11%	81%	8%
Domain 3 Instruction	0%	25%	73%	2%
Domain 4 Professional Responsibilities	0%	2%	83%	15%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	72%	74%
% of Students with 1+ Suspensions	5%	4%
Number of Students Incidents	326	96
Managing Student Conduct*	66.6%	86.9%
I have a mentor or someone who helps me succeed**	n/a	64.8%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	60.5%	55.8%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	68.2%	69.6%
Students are encouraged to participate in school and community events**	74.4%	73.2%

Overall Community Support & Involvement*	58.6%	73.3%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Sheehy Elementary

Effective Leadership- The current principal was appointed to Sheehy on September 6, 2010. The Assistant Principal was appointed on February 2, 2015.

	2015	2016
School Leadership TELL*	79.3%	62.5%
My principal cares about me SCP** students	85.3%	93.8%
My principal is an effective leader SCP parents	90.6%	88.5%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Public and Collaborative Teaching-

	2015	2016
Teacher Leadership TELL	81.4%	73.5%
Professional Development TELL	88.6%	83.5%
Time (for collaboration, planning, and instruction) TELL	75.3%	66.5%

Ambitious Instruction

	2015	2016
1st Gr Reading	44 Percentile Avg	36 Percentile Avg
1st Gr Math	53 Percentile Avg	46 Percentile Avg
2nd Gr Reading	25 Percentile Avg	26 Percentile Avg
2nd Gr Math	37 Percentile Avg	33 Percentile Avg
3rd Gr Reading Comp	42 Percentile Avg	39 Percentile Avg
3rd Gr FSA ELA	33% 3+	31% 3+
3rd Gr FSA Math	34% 3+	30% 3+
4th Gr FSA ELA	33% 3+	25% 3+
4th Gr FSA Math	24% 3+	29% 3+
5th Gr FSA ELA	23% 3+	41% 3+
5th Gr FSA Math	16% 3+	29% 3+

5th Gr SSA Science	30% 3+	31% 3+
Instructional Practices and Support TELL	86.5%	78.9%

Teacher Evaluation Data-2016 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning &Preparation	0%	23%	75%	2%
Domain 2 The Classroom Environment	1%	20%	78%	1%
Domain 3 Instruction	2%	44%	53%	1%
Domain 4 Professional Responsibilities	0%	9%	86%	6%

Safe and Supportive Environment

	2015	2016
% of Students 90%+ Attendance	81%	84%
% of Students with 1+ Suspensions	5%	4%
Number of Students Incidents	104	82
Managing Student Conduct*	76.4%	46.4%
I have a mentor or someone who helps me succeed**	n/a	70.4%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015	2016
The school is supported by the community**	87.1%	82.8%
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	87.6%	72.9%
Students are encouraged to participate in school and community events**	90.5%	88.0%
Overall Community Support & Involvement*	76.5%	67.2%

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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.

Option 1: District-Managed Turnaround was chosen to utilize proven best practices to strengthen district capacity in such a way as to assist and collaborate with our turnaround schools while providing individualized supports based on data points specific to each school. In addition to specialized plans for each school, each is supported by the Area Superintendent and the Area Support Team. The newly appointed Area Superintendents were appointed with the skills necessary for school turnaround. The role of the Area Superintendent and the Area Support Team is to build school capacity to ensure that all students achieve and are successful.

The building of school level capacity is supported by the district in various ways, including unit and personnel analysis, problem solving, progress monitoring, and Title 1 support. Cross divisional collaboration occurs, beginning with the basic allocation of units, analysis of the effectiveness of the assigned personnel, and the building of a supportive structure with the addition of units and services. The principal works in partnership with the Title 1 office to utilize their Title 1 budget effectively, adding additional layers of support that data corroborates. Personnel added includes additional content coaches, guidance counselors, psychologists, social workers, and student success coaches, providing additional resources that allow for students to be successful.

In an effort to recruit and retain teachers, all seven schools participate in the salary differential program. The salary differential is paid as a flat rate bonus to all eligible instructional employees who meet the criteria (highly qualified, effective or highly effective evaluations, required PD based on their Individual Professional Development Plan).

Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. Our Human Resources Department is a crucial partner in our efforts to support our schools through recruitment and retention of the most highly qualified and effective teachers. Each of our seven schools has an HR Partner assigned to ensure that all teachers are highly qualified and are effective/highly effective. The determination of effective/highly effective status is based on three year trend data comprised of VAM scores and observation data. Additionally, the principal works directly with the General Manager of Personnel Services to support the specific needs of the school as it relates to personnel.

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.

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.

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.

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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.

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.

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.

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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).

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.

HCPS will ensure instruction is differentiated to meet the needs of students by utilizing the Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most

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efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, the schools will begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows: Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings; Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction; and Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to, and aligned with, core and supplemental academic and behavior, curriculum, instruction, and supports the problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I.   Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II.   Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III.   Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV.   Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be

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adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Progress monitoring to ensure differentiation occurs and that all students' needs are met will be conducted at the school level and also with the Area Leadership Teams. The Area Leadership Teams will progress monitor biweekly. Progress monitoring will include data analysis, walkthroughs, Instructional Leadership Team work (focus on student work), and problem solving.

B.T. Washington Elementary

Effective Leadership- BTW has a high-performing, veteran principal with nine years of experience as a principal in three district elementary schools of varied demographics. HCPS participates in the Wallace Grant, an initiative to help six urban school districts develop a larger corps of effective school principals and to determine whether this improves student achievement across districts, especially in the highest needs schools. As part of HCPS's inclusion in the grant, the principal is a member of the Wallace Principal PLC which brings together principals from the six participating districts at least twice a year to engage in collaborative professional learning and networking. She is a district-level trainer in Curriculum and Leadership Development, a member of HASA (Hillsborough Association of School Administrators) and has participated in the SAM (School Administrator Management) Program, which supports principals in increasing their time as instructional leaders.

Public and Collaborative Teaching- Teachers will have one hour of collaborative planning time on Mondays for grade level and content area planning and standards alignment. Teachers meet as grade level PLC's (Professional Learning Communities) once a week on Tuesdays to discuss student data and intervention strategies. An Instructional Leadership Team (ILT) will be created to focus on student work and learning trends to increase the use of effective instructional strategies. Teachers receive: *The Common Core Companion: The Standards Decoded (What They Say, What They Mean, How to Teach Them) Grades 3-5 (Spring 2014,* written by Leslie Blauman with Jim Burke) and *The Common Core Companion: The Standards Decoded (What They Say, What They Mean, How to Teach Them) Grades K-2 (Spring 2014,* written by Sharon Taberski with Jim Burke. All teachers will also participate in coaching that will be focused on and explicitly modeled.). Additionally, all teachers and staff will participate in a Social Emotional Learning (SEL) training combined with school wide procedures and structures to teach and support the social and emotional health of the students.

Ambitious Instruction-Reading and Literacy instruction continues to be a focus at Booker T Washington. Job-embedded professional development in "12 Systems of Strategic Action" will be facilitated by three full-time reading coaches, a reading consultant, and two math resource teachers. Support and professional learning for teachers will be provided by these coaches, based on teacher needs. Support includes, but is not limited to, coaching cycles, modeling, and "fishbowls", where instructional coaches co-teach a class while being observed by other teachers. The "fishbowl" will be followed by a debrief session that includes reflection and feedback. In addition, a curriculum resource teacher will be supporting teachers in connecting student voice and interest to the curriculum in the form of service learning opportunities. An ESE Specialist supports teachers with effective ESE strategies and provides direct student support via a "push-in" model. The School Psychologist will support teachers with the daily, 30-minute MTSS intervention block for remediation and enrichment. Additional instructional strategies will include Second Step, which will be implemented school-wide 30-45 minutes a week. Second Step curriculum allows students to continue

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developing their social-emotional skills—including making friends, managing emotions, and solving problems—and sets them on the path for social success and academic readiness. Daily 15 minute "Morning Meetings" will also be implemented, and Purposeful Play will be embedded with recess and choice centers. Purposeful Play is based on the text, *"Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day"* by Kristine Mraz, Alison Porcelli, and Cheryl Tyler. The text provides strategies designed to increase student engagement, helping students reach standards and goals in ways that in-their-seat instruction alone can't do.

Safe and Supportive Environment-BTW is a PBIS (Positive Behavior Intervention Support) school with a structure of CHAMPS. The focus of PBIS within the structure of CHAMPS will be monitored by the use of Behavior Tracker data and office referrals at monthly team meetings. A behavior matrix is utilized to identify minor and major infractions and what interventions may be used to respond effectively. A token and reward system is also utilized to promote positive behavior, including a newly created student game room. Second Step, Morning Meetings and Purposeful Play (all described above) will also assist with the nurturing of a safe and supportive environment. BTW participates in the Project Prevent grant, a program designed to improve student behavior; increase the mental health of the students; improve student engagement; and improve mental health interventions at program sites. BTW is also a part of the School Climate Transformation grant which is used to develop, enhance, or expand systems of support for implementing evidence-based, multi-tiered behavioral frameworks for improving behavioral outcomes and learning conditions for students.. Personnel to support the whole child include: Guidance Counselor, Administrators, School Social Worker (SSW), Psychologist, and Behavior Specialist. BTW also utilizes the structures of Check and Connect, providing mentoring for students by classroom teachers and staff.

Family and Community Engagement- Communication will increase through monthly newsletters sent home via students and posted on the school website. A "Meet the Teacher" night will occur prior to the first day of school and a more formal Open House will follow. In order to celebrate the school's rich history, BTW is creating a traveling art gallery of historical and local African-American and Hispanic leaders. Numerous school academic and relationship building activities will continue such as student recognition programs, curriculum nights, and Kimball Full Service Center outreach night. BTW has a strong partnership with churches which provides student and parent incentives and sponsors spirit wear for students, classroom materials and curriculum, technology, classroom furniture, artwork, and school beautification projects. Other business partnerships include: Relevant Church, Lawyers for Literacy, Saunders Public Library, CDW Corporation , Valic Financial Group, Horace Mann, Mintz Elementary, and Apollo Beach Elementary. These partners provide support via student mentoring, tutoring, and financial contributions to support student needs and success. Johari, an extension of the Mama Africana Network, partners with the school to mentor, support, empower, educate, motivate and prepare black girls in the school setting. The school also utilizes "Academic Parent-Teacher Teams" (APTT), a process that aims to increase parental involvement in a student's education by reinventing the traditional parent-teacher conference model. In this model, students are pre-assessed on basic skills and the parent is provided that data. The parent is then taught a "game" to play at home with the child to increase the academic area of focus. The parent is provided all materials needed for the game. When the parent returns for the next APTT night, the child's post assessment data is provided. In almost all cases, the parent sees a jump in academic success and feels empowered and successful in his/her efforts to support the educational process at home. This process is repeated three times per year.

Foster Elementary

Effective Leadership

The principal is in the EDS degree program "Leadership for School Turn Around." The principal was accepted into the program and is committed to this learning opportunity to empower herself to better understand how Turnaround Schools operate for maximum student achievement. The principal also participates in the School Leadership Network. SLN allows schools to determine a focus, create an action plan, implement the steps, progress monitor, revise, and reflect on the progress of their created plan for the focus. The principal also participates in additional district offered administrator trainings based on personal professional growth needs.

Public and Collaborative Teaching

Teachers' schedules are strategically planned to incorporate common planning time. Teachers meet weekly for content specific professional development. The trainings are differentiated based on needs. Teams have planning time with content coaches on a weekly rotation basis. School resource teachers and coaches meet weekly with administration. During these weekly meetings, the team examines trends from collected data and then identify concerns that need to be addressed as well as areas of success that can be celebrated. School training opportunities are planned to address areas of need. The school created "model classrooms" to build capacity amongst instructional staff members. The model classroom teachers were selected based on teachers' academic strengths as well as their evaluation scores. The model classroom teachers were provided with specific expectations from the administrative staff to serve as role model classroom teachers. The content coaches provide intensive support to the model classroom teachers in order to grow their professional practice. Teachers were selected to specifically represent Math, Science, or ELA in each grade level. Data walls/or folders are used so teachers are able to monitor and respond to a child's progress. Data chats with teachers are held quarterly with resource teachers and administration.

Ambitious Instruction:

The school places emphasis on the model classrooms as a support for other teachers to grow and learn best practices. This supports teachers to sharpen their craft by learning from one another. Professional development training is offered twice a month and is content specific. An example of this is the school focus on their students' need for support in foundational skills. As a school, a book study will be conducted to assist teachers in implementing skills and strategies to better meet the needs of their student's foundational skills. Action plans that were created during professional development planning will be used as a working document. This information will be utilized during planning sessions, trainings, and faculty meetings. The staff will monitor their success and make any necessary adjustments to the PD plan. Teachers, team leaders, and coaches as well as district academic coaches will lead the discussion and planning at these meetings. Teachers will plan weekly with their team and resource teachers. PLCs are held biweekly and administrators are assigned to attend specific grade levels in a rotation. The team is provided a PLC folder to record their discussions and submit their notes to administration for feedback. I station will be utilized, incorporated into instructional time on a weekly basis. iReady Math will be utilized to support the areas of deficiencies in math. The RtI block is incorporated into the daily schedule to support the needs of the students. The students are grouped according to their needs based on data sorts. Teachers are charged with providing rigorous interventions to address students' individual needs. The AIS teacher, Technology support, Media Specialist, and coaches will support small group instruction during RtI time. The coaches are used to support classroom teachers with planning, modeling lessons, small group instruction, and analyzing data. Teacher Leaders are utilized for small group instruction

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on specific content and also to support teachers' needs based on the teacher competencies on the instructional rubric. The progress of students is being monitored through data chats. The chats allow the teachers and students to understand their data as well as to set goals. The grade levels also create mini assessments to guide their instruction and monitor students' progress.

Safe and Supportive Environment:
The school has implemented a school wide discipline plan, "CHAMPS." Signs of implementation are visible throughout the campus. Rules and procedures are posted around the school and in classrooms, cueing the expected and appropriate behaviors. The school has a mentoring program for both boys and girls to motivate students to be successful. A schedule is in place and students participate in this program after the school day. These mentoring programs are called "Fostering Young Ladies of Distinction" and "Foster's Young Men of Integrity". The school has a Terrific Kids program that recognizes a student who demonstrates the character trait of the month. The culture at Foster embraces each child as an individual. Teachers access the students' information files, I.P.T and /or Edsby to identify their student's academic data, background history and medical information. Students are welcomed to the school at the beginning of the year with a phone call from the teacher and or a post card letting them know that they are welcomed at Foster.

Family and Community Engagement:
Communication is critical at Foster and is accomplished in a variety of ways. Tools used for communication include: Student planners, a Monthly newsletter, a Twitter account, Blackboard, the district website, and Peachjar (for online fliers). The school will hold quarterly family nights, SAC meetings, PTA meetings and activities, and All Pro Dads. Foster has provided parents access to a Parent Resource Room. Parents are informed in advance and encouraged to attend all events. The school currently has partnerships with T-Mobile, McDonalds, Sligh Middle School and Feeding America. We continue to work towards ensuring that we are meeting the needs of the community.

Jennings Middle School

Effective Leadership - The Principal attended Poverty in Mind, District Springboard Walkthroughs, Youth Mental Training, and Jim Burke Common Core trainings. The principal receives support from colleagues in Title 1 and School Improvement. The Principal is also supported by the Principal Coach.

Public and Collaborative Teaching- The school will facilitate three different levels of Professional Learning Communities (PLCs). Collaborative PLCs will meet weekly. Every other week the focus will include looking at student work. On the remaining weeks, teachers will focus on attendance and behavior concerns. When necessary, this team will also conduct face-to-face or online parent meetings. Content PLCs will meet bi-weekly. Their focus will include unpacking standards and lesson planning. Grade-level PLCs will meet once a month. Their focus will include procedures, student incentives, and professional learning. The school has implemented a NO FAIL ZONE. Student will be able to attend "Lunch and Learns" and our extended learning program (after school) for support or to make-up assignments with teacher support. Attendance and effectiveness will be monitored by the Principal daily. All Content Area Coaches will be responsible for conducting coaching cycles. This action will be based on performance data, teacher request, and/or Principal recommendation. Observation data and teacher feedback will be used to monitor the success of the learning experiences. The school has launched a technology icon in Ideas (district website) where teachers will be able to expand their professional learning. All trainings will be determined by the Instructional Leadership Team.

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Learning Walks (teachers observing teachers) will be held 2-4 times this year to support peer learning. A Mentor Club has been established to support students, with an emphasis on targeted students. The Mentor Coach, Success Coach, ESE Specialist, Teachers, and Paraprofessionals will focus son behavior, attendance, and curriculum as it relates to the PS-RtI/MTSS process.

Ambitious Instruction - The Principal will meet with coaches to discuss the fidelity of how standards are unpacked, how they are aligned with lesson planning, and how they are then implemented in the classroom. Programs that support learning include Expert 21; Inside, and LDCA. Coaching cycles and PS-RtI/MTSS will support programs and strategies that are used to bolster student learning. Curriculum benchmarks and skills data will be monitored regularly through PLCs. Literacy teachers will implement rotational models in classrooms to support differentiation and interventions. All Literacy teachers received training during Professional Study Day. Math formative assessments will be administered once every 3-4 weeks. Data will be used to conduct whole school data chats utilizing a tool created by the Academic Coach. The Principal, Assistant Principal, and Academic Coaches will conduct weekly walkthroughs and discuss data to determine strengths and weaknesses. All teachers will implement PLCs focused on looking at student work. Feedback to teachers will be ongoing and will be conducted by the Principal, Assistant Principals, and Academic Coaches.

Safe and Supportive Environment- The school has a focus on student mentoring of at risk students There is additional support provided by an adult on staff and is supplemented by support that include the Million Women Mentors. CHAMPS and a school wide discipline plan that defines our PBS strategies governs supports for behavior management. Students will be recognized for positive behavior and academic success. Attendance is tracked and incentives are provided. CHAMPs posters are posted in all classrooms and common areas. The Principal and staff will be monitor effectiveness through classroom walkthroughs. All new teachers will be trained during the first semester. All staff members are responsible for building a safe school culture, including standing in the halls and throughout campus to ensure that students see an adult presence throughout campus. The school also has a Check and Connect process monitored by all Administrators, Teachers, Success Coach, Academic Coaches, and the School Psychologist. When new students arrive, they are greeted by the Principal and Assistant Principal or Guidance Counselor to ensure that each student transitions smoothly, is integrated into the school culture, and is provided with the necessary resources to be academically successful. Student progress is monitored by the Principal, Guidance Counselor, Teachers, and the PS-RtI/MTSS Team.

Family and Community Engagement- Communication systems for parents include: Parent links, Monthly newsletter, and phone calls. Parent Involvement includes Curriculum and Grade Level Team Nights. The school has seen a huge turnout for the events since they allowed students to present their academic work to their parents. PTA meetings are held monthly and four (4) conference nights are held per year. Community partnerships include the Tampa Bay Buccaneers, Peter Republic, Hungry Howies, Caspers Company, MOSI, and The Youth Alliance. All entities provide incentives and donations for the school. Persons at the school responsible for supporting the partnerships are the Principal, Success Coach, Guidance Counselors, Parent Liaison, and Mentor Coach.

Just Elementary

Effective Leadership- As part of the Hillsborough County Principal Pipeline Program (HPP), the principal received weekly coaching by a certified, fully-released Principal Coach. The principal also participates in the SAM (School Administrator Management) Program which

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supports principals and in increasing their time as instructional leaders. She is also a member of HASA (Hillsborough Association of School Administrators) and NAEP (National Association of Elementary Principals).

Public and Collaborative Teaching- Teachers will have one hour of collaborative planning time on Mondays for grade level and content area planning and standards alignment. Teachers meet as grade level PLC's (Professional Learning Communities) once a week on Tuesdays to discuss student data and intervention strategies. The Instructional Leadership Team (ILT) will focus on student work and learning trends to increase the use of effective instructional strategies. Teachers receive: *The Common Core Companion: The Standards Decoded (What They Say, What They Mean, How to Teach Them) Grades 3-5 (Spring 2014,* written by Leslie Blauman with Jim Burke) and *The Common Core Companion: The Standards Decoded (What They Say, What They Mean, How to Teach Them) Grades K-2 (Spring 2014,* written by Sharon Taberski with Jim Burke). All teachers and staff will participate in a collaborative book study on *Mindset* by Carol Dweck in order to help them create a love for learning in their students, foster student resilience, and motivate students to increase their productivity.

Ambitious Instruction-Reading and Literacy instruction continue to be a focus at Just. Job-embedded Professional development in guided reading will continue though Literacy Learning Walks, when teachers are able to visit other teachers' classrooms to observe reading instruction. The Learning Walks include look-fors during the observation and a reflection and feedback session after the visit. In addition, a full-time reading coach, writing resource teacher and math resource teacher provide support and professional learning for teachers based on teacher needs. Support includes, but is not limited to, coaching cycles, modeling, and "fishbowls", where instructional coaches co-teach a class while being observed by other teachers. The "fishbowl" is followed by a debrief session that includes reflection and feedback. An ESE contact teacher and ESE teachers support teachers with effective ESE strategies and provide direct student support via a "push-in" model. The Area 1 PS-MTSS/Rti Coordinator will support teachers with the MTSS process. Second Step will be implemented school-wide which includes 15 minutes of daily SEL (Social Emotional Learning) instruction. Second Step curriculum allows students to continue developing their social-emotional skills—including making friends, managing emotions, and solving problems—and set them on the path for social success and academic readiness.

Safe and Supportive Environment-Just implements PBIS (Positive Behavior Intervention Support) within a structure of CHAMPS. The focus of PBIS within the structure of CHAMPS will be monitored by the use of Behavior Tracker data and office referrals at monthly team meetings. A behavior matrix is utilized to identify minor and major infractions and what interventions may be used to respond effectively. A token and reward system is also utilized to promote positive behavior. Personnel to support the whole child include: Guidance Counselor, Administrator, School Social Worker (SSW), and a Psychologist. Just also utilizes the structures of Check and Connect, providing mentoring for students by classroom teachers and staff.

Family and Community Engagement- Communication will increase through monthly newsletters sent home via students and posted on the school website. The school also received a new electronic message board/marquee for 2016-17. This school year small grade level open houses (for example, Kindergarten and 1st grade) will be utilized to provide for a more focused and personalized experience for students and families. Numerous school academic and relationship building activities will continue, such as student recognition programs, curriculum nights, and Just Full Service Center outreach night. Just is also partnering with the Tampa Housing Authority BRIDGES program to increase

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student attendance and decrease tardiness to school. The Tampa Housing Authority recently was awarded a grant funded by the Children's Board of Hillsborough County: BRIDGES (Building Resilient Individuals Developed through Guidance Education and Strengthening), A Just Neighborhood Collaborative. BRIDGES leverages community resources to create a comprehensive system of care, including case management and supportive services, resulting in healthy and academically successful children and strong families. REACHUP, Inc. is a partner in this endeavor. This program will aid pregnant women and families with children between the ages of 3-8, who attend Just Elementary School or reside within the 33607 zip code. The focus of this program is to help children reach their full potential and aspirations through community, family and social support systems. REACHUP's focus in this initiative will be male inclusion activities, cultural competency training and peer support network (men and women). Other school partnerships include: Idlewild Baptist Church, Price Waterhouse Coopers, Palma Ceia Presbyterian Church, University of Tampa, Blake High School Urban Teaching Academy, and Tampa Newcomers Club. These partners provide support via student mentoring, tutoring, and financial contributions to support student needs and success.

Oak Park Elementary

Effective Leadership- The Principal is enrolled in the Turnaround Leadership EDS cohort with USF and Hillsborough County schools. She is currently enrolled in her 3rd class. She is a member of the School Leadership Network through the district's Power3 Grant and will continue to participate monthly throughout the year. The principal attended Steve Barkley's summer institute on coaching and feedback. The principal seeks support from colleagues in the School Leadership Network, colleagues enrolled in the EDS program at the University of South Florida and also reaches out to colleagues within the district, including the principal coach as needed.

Public and Collaborative Teaching- The school's Resource Leadership team planned teacher training for the year. They used teacher evaluation observation data to plan PD learning 3 to 4 times a month. PLCs meet 3 times a month, on Tuesdays. We will continue to monitor teacher evaluation data to determine remaining training and support needs. Teachers and staff were involved in inquiry projects to assess their teaching with the teacher leader to set goals to include coaching cycles. New team planning support for lesson planning starting this year. Support includes "fishbowls", where instructional coaches co-teach a class while being observed by other teachers. The "fishbowl" is followed by a debrief session that includes reflection and feedback. Coaching Cycles to include modeling as needed with resource teachers and coaches with teachers. A yearlong book study on Student Engagement is planned. Will use observation data and teacher feedback to monitor the success of the learning experiences. The Resource team meets at the close of each school day to plan forward the work with teachers.

Ambitious Instruction- In addition to the collaborative work described above to drive ambitious instruction teachers unpack standards by following the work of Jim Burke. These strategies are used during their lesson planning cycles that include mini trainings to support. Teacher data walls will be used to progress monitor student learning. The use of running records to measure reading data and analyze monthly is a one piece of monitoring progress. The focus is on a clear alignment of mini and formative assessments that tie directly to the teaching standards. ILT work will impact and support PLC's, who will also use data to monitor student progress based on standards. Data chats will occur in the classrooms with students and include students charting academic progress. The Administration and resource team will support this process. The priority of the principal is to be sure ALL students make academic growth towards mastery. Programs that support learning include:

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EASY CBM; I-Ready for Reading and Math; Running records; Side by Side coaching; and PS-RtI/MTSS are support programs and strategies that are used to support student learning. Small group supports are provided by the lead teacher, resource and district academic coaches and the AIS to support differentiated instruction.

Safe and Supportive Environment- The school has a focus on student mentoring of at risk students There is additional support provided by an adult on staff and is supplemented by supports that include the Million Women Mentors; The Gentlemen's Club; The Boys and Girls club that includes support with behavior incentives. CHAMPs and a school wide discipline plan that includes the schools PBS system called Lion Loot governs the day to day supports for behavior management. Students are recognized for both positive behavior and academic success. Attendance is tracked and incentives are provided. Bus checkers are in place to support bus travel home at the end of each day. Support Staff and the School Resource Officer provide support and counseling. The support team includes 1 Guidance; a Social Worker; the Eckerd Program- 2 to 3 days a week; and a full-time school Psychologist. Upon entry and on-going, student progress is monitored, both by MTSS and the Leadership team. Regularly scheduled meetings are held to monitor student progress.

Family and Community Engagement- Communication systems for parents include: Student planners (daily use) in classrooms; Communication folders are used to send information home and to have information returned; Reminder Flyers are sent home; Parent link reminders for big events are sent by text and phone; Progress alerts go home every 4 weeks; a Twitter account is utilized to send information out; and the School Website provides information. Parent involvement includes an All Pro-Dads program (sessions that provide speakers for Dads and information on ways to be involved are held monthly); PTA family nights are held monthly; the school will be starting "Make and Take Learning Sessions for parents each month (to include teaching parents technology support tools etc.); and 4 conference nights are held yearly. Community Partnerships include Bucs Vision Care (Yearly service); Boys and Girls Club; Highlands Pines Reading Grannies (every two weeks); SAC member, PASS Grant Partner. Wells Fargo volunteers visit monthly to read with students. The Roadway Inn provides housing at reduced rates for families in need. The Altrusa and USF Honors Program provide Reading Buddies and assist with student tutoring. Persons at the school responsible for supporting the partnerships are; The Principal; Guidance Counselor; AP and District Support person; Secretary, Teachers and PTA members.

Sheehy Elementary

Effective Leadership- The principal is currently enrolled in the School Leadership Network. This network allows principals to work collaboratively to address school problems and barriers. SLN Program focuses principal learning and dialogue on those skills, practices, and behaviors that research has shown to leverage student achievement gains. In addition, the principal recently attended professional development focused on Teaching with Poverty in Mind. The principal and her Assistant Principal recently completed a book study on the Dream Keepers: Successful Teachers of African American Children. The principal is supported by a Principal Coach.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2   Hillsborough County Public Schools

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Public and Collaborative Teaching- Common planning time has been implemented to ensure departmentalized teachers can plan lessons together, engage in content coach support and supports that include the additional extended reading time. The ILT was implemented at each grade level to continue analyzing student work to ensure that instruction aligns with the Florida standards. Support includes, but is not limited to, coaching cycles, modeling, and "fishbowls", where instructional coaches co-teach a class while being observed by other teachers. The "fishbowl" is followed by a debrief session that includes reflection and feedback. Data chats are held with the administrative team and content area coaches to progress monitor the student performance and look for trends. Teachers keep data binders that focus on each individual student. Data chats are held with students by the teacher and conferencing for goal setting is initiated. RTI interventions are implemented after data sorts, designed to address student needs and deficits. Practices include GCGs, standards rubric, writing rubrics, and math journals. Learning Walks are held once a month (this creates opportunities for teachers to both facilitate & observe). The Teacher Leader will design and provide Professional Development on Classroom Management, Engagement, Student-Conferencing. Administrators will identify teachers to support the facilitation of Professional Development. Resource Teachers will provide professional development weekly. Teachers will have an opportunity to attend all Power 3 trainings.

Ambitious Instruction- All students utilize the iReady program to support literacy. The school has incorporated block scheduling. Professional Learning Communities (PLCs) supports planning, targeted professional development, and implementation of Florida Standards. PLCs are as follows: Kindergarten Team meets with the Academic Interventionist to support planning and unpack standards. The 1st Grade Team meets with the Reading Coach and Teacher Leader on Fridays to support planning. The 4th & 5th Grade ELA Team will provide Professional Development and support work through the Instructional Leadership Team. Academic Coaches will conduct Coaching Cycles focused Standards-Based teaching. Teachers will receive opportunities to attend trainings on Manipulatives, Conferencing, Data Chats, Rotations, and Accountable Talk to increase engagement and academic achievement.

Safe and Supportive Environment- The school has a school wide discipline plan. Expectations are posted around the school. Students write expectations in their agendas which are signed by parents throughout the week. The school utilizes CHAMPs, and posters are displayed in all classrooms and common areas to cue expected and appropriate behavior. The school conducts walkthroughs and examines data for teacher effectiveness and student learning. Guidance Counselors provide ESL throughout the year.

Family and Community Engagement- Communication is provided through Positive Phone Calls, emails, and newsletters. Information on student progress is sent quarterly (not including report cards) to inform parents of student progress. Academic Team Parent Night will focus on team building activities, the importance of education and literacy. IMoms and IDads – Moms and Dads are invited separately to spend quality time with their child and to discuss student needs and academic progress every other month. All Pro Dads- Dads are invited to spend the day with their child, including the opportunity to eat breakfast, attend class, and spend quality time to discuss what they can do to be a positive influence in their child's life. Tony Dungy and his wife facilitate interactive lessons during the sessions. The K-2 Express provides lunch for students who have demonstrated high performance/honor roll in their academic courses. The Buccaneers' LINKS support all 5th grade students. Sessions focus on etiquette, professionalism, self-and esteem. The FCRR grant has implemented seventy-two vocabulary

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lessons within Pre-K classrooms. Students are assessed four (4) times a year. This program will follow students through Kindergarten and 1st grade to determine if early intervention was effective in the student's academic success.