



# TOP-2

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

Hillsborough County Public Schools  
Kenly Elementary

*Due-October 1*

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

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

### Purpose

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

### Directions

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

### School

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

School Name/ MSID Number
Kenly Elementary/ 292201

### Needs Assessment

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

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

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

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

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

FSA Proficiency Percentages (School years 18-19/17-18/16-17)

	ELA Prof	ELA Gains	ELA BQ	Math Prof	Math Gains	Math BQ	Science	Social Studies	Accel	Grade %
District	55/54/53	55/54/54	43/42/42	56/56/55	57/57/56	44/44/42	56/56/54	72/70/72	82/83/84	60/59/58
Kenly	25/26/33	43/39/56	40/37/61	24/35/32	36/49/44	38/31/40	36/39/26			35/37/42

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**iReady Percent Scoring At or Above Grade Level, Spring 2019**

	iReady Reading Gr 3	iReady Reading Gr 4	iReady Reading Gr 5	iReady Math Gr 3	iReady Math Gr 4	iReady Math Gr 5
District	44	35	39	41	46	39
Kenly	16	11	9	11	18	27

**Early Warning System Data (School years 18-19/17-18)**

	Average Daily Attendance 18-19/17-18	% Incidents resulting in OSS 18-19/17-18	Attendance Above 90% 18-19	% with Zero Suspensions 18-19	Passed all ELA and Math courses attempted
District			85	91	80
Kenly	92.1/92.8	34.6/23.1	76	92	

Teacher Climate Data – Teachers utilized a new survey this year. Only one year of data will be shown. Results show as percentage of positive responses.

	Time	Facilities & Resources	Community Support & Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	PD	Instructional Practices and Support	Restorative Practices and School Environment
District	69	82	84	77	82	82	85	87	90
Kenly	59	65	78	40	76	76	82	88	80

Student and Parent Climate Data – Results shown as percentage of positive responses.

	Student Survey			Parent Survey				
	I feel safe at school. 18-19/17-18	My teachers help me stay on track to reach my goals. 18-19	I am proud to attend this school. 18-19/17-18	My concerns are addressed in a timely manner. 18-19/17-18	I am encouraged to be involved in my student's learning. 18-19/17-18	Teachers require students to work hard. 18-19/17- 18	I fell welcome at this school. 18-19/17-18	My student is safe at this school. 18-19/17-18
District Elementary	75/75	86	79/81	76/85 7%/10% Response Rate (RR)	77/87	84/89	81/88	82/87
District Secondary	56/52	60	55/55					
Kenly	63/61	86	69/68	83/94 3%/3% RR	83/100	83/93	67/100	50/76

**Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented. Identify strategies that have not resulted in improvement. What will be done differently?**

Much of our work is guided by our partnership with the University of Virginia (UVA). The HCPS partnership with UVA has impacted our way of work with schools, especially as it relates to high need schools. UVA is assisting us, through leadership development, to improve school systems and conditions through four main levers of change. These levers are: Leadership, Differentiated Support and Accountability, Talent Management, and Instructional Infrastructure. Our way of work has been impacted through the strengthening of strategies that have shown success, as well as adopting new strategies to address areas in need of improvement.

**LEADERSHIP** - Systems require that will and capacity to prioritize what is necessary to improve the lives of children they serve and present a clear vision for the path ahead.

### *Turnaround Leadership Pathways Principal Pipeline*

A recent study of principal pipelines by the RAND Corporation found that after three or more years, schools with newly placed principals in pipeline districts outperformed comparison schools academically (6.22 percentile points in reading and 2.87 percentile points in math). Additionally, principal pipelines supported increased principal retention. RAND reported that districts with principal pipelines had almost eight fewer losses for every 100 newly placed principals than other districts in the state with no pipeline. Hillsborough County Public Schools was one of the districts included in the study. RAND noted that “**we found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on student achievement.**” The study results also elaborated on the disruptive impacts of principal turnover – disruptive to teachers, students, and budgets.

Hillsborough County’s Turnaround Leadership Pathways (TLP) sets the stage for school success. Our TLP program is designed to train and develop teachers and leaders who will work in our high-need schools, centered on the core belief that leadership is the key lever for change in schools and sets the foundation. This strategic staffing initiative prides a targeted preparation and support program for leaders of high-need schools.

The HCPS TLP focuses on developing teachers and developing administrators. Hillsborough County has developed partnerships with the University of South Florida and the University of Tampa to support the TLP initiative. We have partnered with the University of Tampa to prepare instructional staff for leadership in high-need schools through a master’s degree program with a focus on high-need schools. We have partnered with the University of South Florida, and the Wallace Foundation, to prepare administrators for leadership in turnaround schools through an educational specialist degree in educational leadership, with an emphasis on leadership in turnaround schools.

**DIFFERENTIATED SUPPORT AND ACCOUNTABILITY** - System leaders must provide schools with the capacity-building, support, accountability, and flexibility needed to achieve urgent change.

### *Achievement Schools Initiative*

Achievement Schools receive unprecedented support in our district, leveling the playing field for students. These schools receive intense district level support and resources, and are staffed by experienced, effective teachers and leaders. Fifty schools have been identified, and are divided into five Small Learning Networks.

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These schools have been selected based on past performance data, and will remain a part of the initiative until three straight grades of “C” have been earned.

During the 18-19 school year, 26 of our Achievement Schools were identified for DA, with 19 of those schools implementing a Turnaround Plan. This year, the number of Achievement Schools identified for DA has been reduced to 22, with 12 of those implementing a Turnaround Plan.

Stakeholder commitment and involvement has been a priority. Stakeholder groups meet regularly, and remain in direct contact with individual schools as well as district leadership. Stakeholder groups include parents, students, teachers, community members, and HCPS administrators.

**TALENT MANAGEMENT** - Creating an environment for success requires having the right people in place to carry out the work.

### *Spark*

The Spark initiative is a newly designed program to provide teachers with additional incentives to work in our Achievement Schools. Teachers will earn bonus pay ranging from \$3,600 to \$7,500 annually. An additional \$4,500 will be offered to teachers with National Board Certification. Teachers in Achievement Schools can now also received discounted before and after school care through our HOST program.

### *HR Hiring Practices*

HCPS hiring practices continue to be updated and revised to support all high-need schools. VAM scores are continually tracked, and predictions are utilized to help schools make informed staffing decisions. In an effort to fill all positions, new strategies have been put in place. New talent is being attracted through a variety of methods, including targeted recruiting efforts, early job fairs, streamlined application and hiring processes, and the new Spark Teacher Incentive program. Additionally, schools are now provided with additional teacher units to allow for “over” hiring. It is believed that this effort will reduce vacancies related to natural attrition and movement of teachers related to VAM scores.

**INSTRUCTIONAL INFRASTRUCTURE** - A core component involves data-driven instruction to create an evidence-based approach to better serve students. This includes a high-quality curriculum.

### *Classroom Libraries focused on diversity*

The Division of Teaching and Learning has provided for all classrooms exemplar classroom libraries that contain quality reading material with an emphasis on reflecting the diversity of our study body. These libraries contain reading materials reflecting the rigor of the Florida Standards and are organized into classroom library sets uniquely designed for HCPS. Hollie (2015) notes that one challenge in infusing culturally responsive text into academic literacy instruction is what he terms, “slim pickins.” Hollie writes that “a good culturally authentic book is hard to find.” These classroom libraries, and the selections they contain, are an effort to provide students with access to quality, culturally relevant texts that support rigorous language arts instruction.

### *Literacy*

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HCPS has embraced several initiatives designed to increase literacy and ELA proficiency. Those initiatives are described below, and include a curriculum audit, a district advisory team, an Achievement Schools literacy plan, and programs selected for supplemental supports.

HCPS has contracted with the Public Consulting Group, Inc. (PCG) to complete an ELA curriculum audit, including an overview of student performance, a review of current literacy practices and programmatic strengths, and areas for improvement at the district level. PCG will complete a document and data review and will also gather data from stakeholder surveys, interviews, and focus groups. The audit will include the written curriculum as well as assessments and taught curriculum. The audit began in May, and is scheduled to be completed by the end of December, 2019. Results of this audit will guide future efforts.

HCPS has also formed a District Literacy Advisory Team, consisting of a variety of stakeholders, including district level employees, principals, teachers, parents, volunteer organizations, and public service organizations. The purpose of this group is to support literacy community-wide. The vision of the District Literacy Advisory Team is to prepare students of all ages to be literate members of society. The goal is for 80% of third graders to score a Level 3 on FSA ELA by 2023. The Team has several workgroups, including Leadership, Early Literacy, Parent and Community Involvement, Student Engagement and Motivation, Teacher Practice, and Media Literacy/Technology.

HCPS is also focused on improving literacy in Achievement Schools by addressing and strengthening time and scheduling, core instruction, supplemental supports and interventions, and planning. Our new Achievement Schools Literacy Program includes 120 minutes of reading, 60 minutes of writing, and 60-90 minutes of math. Every student will be on a data-driven achievement plan with the goal of having every student on grade level by the end of the school year. Instruction will be driven by common curriculum maps (scope and sequence), and assessments. Teachers will be provided with common times for planning. District content coaches will support schools, and all school based coaches will receive additional professional development around coaching and supporting teachers.

A pilot program will be implemented in Achievement Schools utilizing **EL Education** (Expeditionary Learning). EL Education is a national K-12 nonprofit delivering a new vision for education with the needed resources. EL Education is currently working with over 260,000 students in over 550 schools in 35 states. The K-2 curriculum offers two hours per day of content-based literacy, plus one hour of structured phonics. Phonics instruction is an evidence-based approach, with a .54 effect size as reported by Fisher, Frey, & Hattie (2016). The 3-5 curriculum offers two hours of content-based literacy instruction per day with an additional time for Life Science. EL Education is founded on three dimensions of student achievement: mastery of knowledge and skills, character, and high-quality work. The EL curriculum includes support for differentiation, providing supports and resources for students with disabilities as well as English Language Learners (ELLs). A study conducted by Mathematica Policy Research (utilizing i3 grant funds) indicated that students, supported by teachers using EL Curriculum and participating in aligned professional development, outperformed their district peers – for all subgroups (Black, Latinx, White, economically disadvantaged, special needs). The study further indicated that gains made were sustainable. Results of this pilot will guide future expansion and implementation efforts.

Phonics and phonemic awareness will be addressed at all Achievement Schools through the implementation of supplemental programs: **Blast Foundations Program** for K and 1 and **Words Their Way** for all 2-5 classrooms. The Blast Foundations Program was piloted last year in two Achievement Schools with the support of the HCPS Elementary Reading Department. This hands-on, multi-sensory program aligned with Florida Standards, and helped students develop foundations to support life-long reading. Words Their Way

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has been utilized in HCPS, again with the support of the HCPS Elementary Reading Department. This supplemental program focuses on phonics, spelling, and vocabulary. Instruction is aligned with the five developmental stages of spelling: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations.

**iReady** and **iLAFS** will be utilized in every classroom. The research base for iReady and iLAFS has been clearly illustrated, and iReady formative testing is closely correlated with FSA performance. **Discovery Streaming** will provide students access to multi-media and additional engaging texts, and will provide teachers access to collaboration. Discovery Streaming is a comprehensive and supplemental digital service that builds students' mastery in interpreting, understanding, and evaluating information across all subject areas. Students can access a variety of digital assets including images, primary source documents, podcasts, oral interviews, books on tape, articles, videos, and more. **Leveled Literacy Intervention (LLI)** will be implemented to support extended learning opportunities. LLI is a short-term intervention that provides daily, intensive, small-group instruction, supplementing classroom literacy teaching. HCPS has utilized this reading intervention successfully in targeted high-need schools. Extended learning teachers (tutors) will be provided through the district office. Week-long training will be provided to all vetted tutors who will begin pushing into schools by week two.

### ADDITIONAL STRATEGIES

#### *Parent/Community Liaison*

A unit specifically defined as a Parent and Community Liaison has been created to support high need schools. The purpose of the Parent Liaison is to empower families to become collaborative, effective advocates for their child, and to promote academic and social success in school and within the community. As reported by Hattie, parent involvement has an effect size of .49, within the top influencers of academic achievement. Bryk's research on school improvement defines parent involvement as one of five essential elements. Our schools are supported by the HCPS Parent and Family Engagement Team in their efforts to improve collaboration between the school and the families/communities they serve.

#### *Stakeholder Involvement*

The HCPS Literacy Advisory Team is comprised representatives from a variety of stakeholders groups (see above). The purpose of this group is to engage stakeholders to support literacy community-wide. One sub-group of this Team is solely devoted to Parent and Community Involvement, focused on increasing engagement around the concept of literacy for all. This includes stressing the importance of literacy as well as providing information on how various stakeholders can support literacy.

Stakeholder commitment and involvement has been a priority for our Achievement Schools as well. Stakeholder groups meet regularly, and remain in direct contact with individual schools as well as district leadership. Stakeholder groups include parents, students, teachers, community members, and HCPS administrators.

## Implementation Plan

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

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

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

### **Part A.**

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

The principal is responsible to the school grade and student data. He attends state and district meetings to discuss the action plan for Kenly Elementary and the students' progress. He leads the school readiness team that is responsible for ensuring that progress monitoring is conducted with fidelity. He is responsible for the overall progress of the teachers, students, and staff at Kenly Elementary.

The teachers are responsible for student data and using that data to guide instruction. They are responsible for the implementation of the curriculum and progress monitoring of instructional strategies. The teachers receive information on the school-wide behavior management plan in which they are to follow regarding student behavior. The consistent approach with behavior can positively impact the classroom culture. The teachers plan lesson instruction using a site-based template to ensure student needs are being met and content is appropriately planned. The teachers are also responsible for their attendance to ensure students have consistency in lesson instruction to provide the best opportunity for student success.

The leadership team, administration and coaches, are involved in the teachers' common planning. They developed a common mission and vision for the school, which led to the rebranding of the school. There are many committees which are led by teachers that helped with the development of the school community. They feel the best way to lead is by being transparent with the faculty and staff, this ensures teachers have a voice in decisions being made that have an impact on their classroom instruction or students. The leadership team named their common planning Collaborative Instructional Design Support or CIDS. The current changes to the school have had a positive impact on the climate and culture of the school.

#### **Standards-based Instruction and Learning (for student and adult learners)**

There is a schedule in place to provide assistance to teachers with standards-based instruction and learning. It was determined teachers were having difficulty with understanding the standards, so coaching is being provided in the classroom and the coaches are working with the teachers based upon their determined need. The coaches are ensuring the teachers are understanding the standards and what they are expected to teach to the students. The coaches are addressing misconceptions teachers have regarding various tests and how they correlate with student learning and engagement. By addressing the misconceptions, it helps the teachers to evaluate the trends and determine areas of focus for student learning to use in small group differentiation. The leadership team works with the MTSS process and ERT to help guide teachers on how the MTSS process should look. Other district and outside resources are used to target instructional needs.



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We provided professional development (PD) to our teachers to help enhance their strategies for classroom instruction. The teachers attended Really Great Phonics to implement new phonics program to students. The area academic coach for mathematics has provided differentiated PLCs for the math teachers. They are conducting a mini-PD session on running records, and the reading PD is provided by the site-based reading coaches.

This aligns with the SIP with some minor modifications due to the new administration for the school.

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

The teacher buy-in is carrying over to the students to create a positive culture in the school. The math team is collaborating with other schools in the area to work collaboratively to raise proficiency of the students, analyze data, and plan accordingly. The science DRT is actively involved in the school and plans with 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades to ensure standards align and the teachers are understanding of the content. The school wide behavior management plan was revised with the new administration to ensure all procedures and processes were in place to ensure a safe and healthy learning environment. We are helping teachers to understand test scoring which allows them to better prepare and guide their students in the process. We are gaining business partners to help with positive climate and culture, such as a Back to School picnic. The concept is in process for the development of a wellness room to support both students and teachers. The student services team is using Second Step to work with small groups of students. More Health is coming for every grade level to teach about personal health and safety. Fresh Fruits and Vegetables – 2x a week the classes with get fresh fruit/veggies from local farmers. Tutoring for students is provided on-site by an external company. There is an incentive store for the students for good behavior dollars.

### **Part B.**

HCPS has met all of the following assurances, as outlined in the TOP-1.

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

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

The SIP and the TOP-2 plan both provide action steps that revolve around planning engaging lessons, providing assistance to ensure the instructional delivery is relevant and standards-based. The planning time was increased to 40 minutes. PLCs are held regularly. Professional development is held to provide additional strategies for teachers. Data is reviewed regularly to ensure student needs are being met and adjustments can be made if necessary.

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

The Area Leadership Team, under the supervision of the Area Superintendent, plans monthly Learning Walks with the school leadership team. During this time, the team meets to discuss data, celebrate any successes, and assist in problem solving concerns. Using identified look-fors based on our instructional priorities, the

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team observes several classes and provides feedback and suggests next steps. The Area Superintendents provide direct access to additional district supports.

### District-Managed Turnaround Plan Assurances

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

#### Assurance 1: District Capacity and Support

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

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

The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

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

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

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

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4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

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

#### **Describe the district leadership team and its role in implementing the DMT plan.**

Our Achievement Schools, including D.A. schools, under the direction of the Assistant Superintendent of Educational Leadership and Professional Development along with the Chief of Schools, are supported by an Area Superintendent, ESE Supervisors, District ESE Resource Teachers and Staffing Coordinators, School Improvement, District content area coaches and instructional mentors, and Area coaches (including principal coaches). Support also includes The Deputy Superintendent for Instruction, The Deputy Superintendent of Operations, the Assistant Superintendent for Academic Support and Federal Programs, The Chief Diversity Officer, The Chief Academic Officer, and is continued through representatives from every division in the district.

#### **Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.**

Principals have autonomy and flexibility in many areas. Principals hire their own staff, and work with HR through established procedures to maintain an appropriate staff. While bell schedules are established by the district, schools can utilize the waiver process to allow for scheduling changes. Principals have decision-making control over their internal budgets, Title I budgets, and UniSIG budgets. While principals may collaborate with their Area Superintendents regarding budget expenditures, the ultimate responsibility for decision making lies with the principals.

#### **Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.**

iReady will be utilized to support Florida Standards instruction in both ELA and Mathematics. iReady provides an adaptive growth measure as well as three diagnostic assessments each year, provides rigorous and aligned on-grade level instruction and practice, provides teachers with additional downloadable lessons designed to meet the needs of individual students, personalizes student instruction based on unique areas of need, and provides numerous reports for progress monitoring. iReady diagnostic results are highly correlated to FSA, with overall correlations for grades 3-8 ELA and Mathematics ranging from .74 to .87, exceeding recommended thresholds for correlations. For schools with Title I status, a high percentage of minority students, or large free- or reduced-lunch populations, those that used Ready Instruction also had significantly higher percentages of students achieving proficiency. With the district's inclusion of the Ready classroom instruction materials for our school, iReady represents an

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effective blended learning program, with student academic growth exceeding that of typical students of comparable ability.

We will add iReady and Ready Mathematics, as well as the online Teacher Tools to support continued growth in Mathematics. Bryan will also be more fully utilizing Kagan collaborative learning strategies.

i-Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for ESSA Level 3 evidence, qualifying these programs for School Improvement funding. Hillsborough County has relied on the FSA Linking Study to support the continued use of iReady.

Kagan strategies are supported by a plethora of research, with positive outcomes linked to academic achievement, critical thinking, character, social skills, emotional intelligence, and support for diversity. Wong (2014) described cooperative learning as a “bully buster” because of its reliance on cooperation and pro-social behaviors. Kagan strategies have also been linked to a closing of the achievement gap.

### **Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.**

iReady diagnostic testing (three times annually) in both ELA and Mathematics will be used to progress monitor throughout the school year. District formative exams will also be utilized in ELA, Mathematics, and Science. iReady diagnostic testing is used at the end of the year as a summative measure for Grades 1 and 2. WIDA is administered to ELL students. FSA testing is the paramount summative measure of student achievement.

### **Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.**

Additional content area coaches/resource teachers will provide additional support for teachers, helping to build capacity in planning and delivering lessons aligned to the standards with appropriate rigor. This support will also include data analysis, necessary for making adjustments throughout the school year. A change in how schools are supported by the Area Superintendents allows for much more attention to our chronically under-performing schools, with more direct access to additional district supports. The new Achievement Schools’ structure was described in detail in the TOP Step 1 document, and is repeated here:

We will continue our new support structure, Achievement Schools (including D.A. schools), is in an effort to apply the district’s policy on equity in a systemic way. Our goal is to keep schools out of Differentiated Accountability, therefore with no need for a state Turnaround Plan. Achievement Schools will focus on chronically under-performing schools. The Achievement Schools will be staffed by experienced and highly effective leaders. Regular collaboration and coordination with Human Resources and the teacher’s union will support our quest to staff these schools with experienced, highly effective teachers. The district will implement a support structure that prioritizes the needs of the Achievement Schools for human capital management, operations, facilities and instructional decisions. Each principal supervisor will be assigned a fewer number of schools, designed to consolidate and streamline decision making and support for our highest needs schools. This will help to facilitate and expedite communications around supports and interventions need for our highest needs schools. We will be

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redirecting current resources and supports to schools that need them the most, thus implementing equitable practices.

HCPS is working to provide disaggregated data (subgroup data) to schools for the iReady diagnostic results. This will help as we work to refine and pointedly direct our own school improvement efforts. FSA and ESSA subgroup data will further help to inform our efforts at closing achievement gaps.

### **Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.**

HCPS held the Showcase of Achievement Schools event, inviting and recruiting new and current teachers to be a part of our Achievement and D.A. Schools. Principals and their leadership teams did interviews on the spot and were able to offer positions in areas such as math, science, English, reading and Exceptional Student Education. The event was overseen by Human Resources.

HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR also tracks, throughout the year, all teachers with a state VAM score of NI/U to ensure that D.A. schools maintain the appropriate teaching force as defined in D.A. legislation. This includes the monitoring of teaching movement during pool periods. An extended transfer period for instructional vacancies was created for our Achievement Schools (including D.A. schools) to allow for transfers from non-Achievement (D.A.) schools, no transfers between schools, and no transfers out of Achievement (D.A.) schools (unless it is an administrative transfer or required for compliance with state mandates). Two advertised hiring fairs were targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

Achievement Schools will continue to implement a model new to HCPS last year, the Learning Specialist Model. The impetus for this pilot project is to improve outcomes for students with reading disabilities by providing a skilled interventionist with expert knowledge to administer diagnostic assessments and implement explicit, systematic multi-sensory reading interventions. The Learning Specialist will also facilitate the deepening of reading intervention knowledge for all teachers through a more organic and job-embedded approach. A currently allocated VE position will be utilized as the Learning Specialist with an additional Exceptional Student Education paraprofessional allocated to support the model. Approximately ten elementary Achievement Schools/D.A. schools will be targeted for participation in the 2018-2019 pilot project. This project is being supported through our Exceptional Student Education department.

The Superintendent and Cabinet met with each principal prior to the start of the new year. At that time, principals were asked what additional resources they felt were necessary to meet the needs of the school. Every attempt was made by the district to provide those resources supported by an attitude of “getting to yes.” Throughout the year, the Area Superintendent serves as the main point of contact for allocation of additional supports for individual schools. Area Superintendents meet regularly as they align their work and problem-solve around issues and barriers.

### **Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.**

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Achievement Schools, including D.A. schools, will be supported in an effort to level the playing field for students. Our district will put its best leaders and teachers into our schools with the highest needs and provide the right resources to schools for sustained student success. We will create an innovative and collaborative learning environment that will center around a culture of high expectations for students.

We know what it takes to improve achievement, and we're implementing it with fidelity and equity. Our district is making bold decisions with school leaders and teachers and ensuring the right people are put in the right places.

**Then and now:** Our district has been using an area model with 8 area superintendents. Each area superintendent has been creating their own individual strategy resulting in diluted district support. Under the Achievement Schools model, there will be a centralized support system and focused strategy to provide more resources to our highest needs schools.

**Then and now:** We've now had a deeper conversation about equity and a School Board Equity Policy is in place. With past processes – like *STAR* and *Focus* – schools were identified as needing help, but the district's structure and way of work weren't cohesively organized to make those schools a priority. With *Elevate*, district systems weren't in place to achieve equity. Under the area model the past two years, the district utilized a team approach to better provide support to schools. Progress has been made. In order to now get more dramatic increases in achievement, our district is pulling together the highest-needs schools and aligning resources to accelerate achievement through a core district strategy. Achievement Schools, including D.A. schools, will all be given an increased level of support and increased responsiveness to schools' needs. Our district's laser-focus on equity and training began last year at the Leadership Institute with four structures that lead to equity: *human conditions*, *structural conditions*, *learning conditions*, and *conditions for hope and realized dreams*. Our Board's Equity Policy is the driving force behind the work to implement these procedures.

**Then and now:** HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. HR also tracks, throughout the year, all teachers with a state VAM score of NI/U to ensure that D.A. schools maintain the appropriate teaching force as defined in D.A. legislation. This includes the monitoring of teacher movement during pool periods. An extended transfer period for instructional vacancies was created for our Achievement Schools (including D.A. schools) to allow for transfers from non-Achievement (D.A.) schools, no transfers between schools, and no transfers out of Achievement (D.A.) schools (unless it is an administrative transfer or required for compliance with state mandates). Two advertised hiring fairs were targeted specifically to these schools as well, with invitations purposefully targeting highly effective teachers across the district.

**Then and now:** Unit assignments used to be largely formula-driven. Now, unit assignments will be based on need. Achievement Schools, including D.A. schools, will receive additional support personnel, including psychologists, social workers, academic coaches and resource staff.

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

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

**Leaders**

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

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

X The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

**Educators**

X The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

X For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

X The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

X Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

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

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

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.

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3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

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

**Has the principal been retained or replaced? Include the principal's name and start date, selection process, and leadership experience.**

Principal Russell Wallace was appointed to Kenly Elementary on 8/20/19. This is my 23<sup>rd</sup> year in education with 10 years as a school counselor and I'm currently in my 13 year of school administration. My previous turnaround leadership involved moving Bailey Elementary from a school grade of D to an A in one year, then maintaining a B grade for two years. I also helped move Bryan Elementary from a D to a C last school year. I served in the role of mentoring new assistant principals, then moved into a master mentor role while currently mentoring a small group of aspiring administrators.

**Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.**

Richard Munkwitz is a first year Assistant Principal at Kenly Elementary and was appointed on July 1, 2019. He has worked in Title I schools his entire career. His positions include 4<sup>th</sup> grade writing (FCAT), 3<sup>rd</sup> and 4<sup>th</sup> grade math and science, 3<sup>rd</sup> grade self-contained, and ESE-VE. He has been involved in Turnaround Schools with two different opportunities: 1) when a school grade increased from F to C and 2) as a partner in the Turnaround Leadership Pathways.

Carmen Sheffield was appointed to Kenly Elementary on 8/20/19. I am in my 9<sup>th</sup> year of school administration. I have 16 years of experience in education. I began my career as a primary teacher. In 2010, I began my administrative career at a Turnaround school as an Administrative Resource Teacher and then as an Assistant Principal at Mort Elementary. During that time, the school maintained a school grade of a C.

**Will other members of the school leadership team be retained or replaced, and when? Explain the team's turnaround experience.**

My name is Maryam Sharifian. I am currently a math coach at Kenly Elementary. I graduated from St. Clare's Oxford, UK with an IB Diploma. I obtained my undergraduate degree in Biochemistry from UCL



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(University College London), London, UK and my Masters degree in Elementary Education from USF, Tampa, FL. I have been working as classroom Math/Science teacher at Hillsborough County School District since 2004 all of which have been at title 1 or achievement schools – Oak Park Elementary, Oak Grove Elementary, Van Buren Middle School, Mendenhall Elementary, Kenly Elementary. I have been National Board Certified Teacher from 2008 to 2018 and have been Florida High Impact Teacher every year since 2016 with Highly Effective rating every year at Hillsborough County School District.

Ms. Monica Pedraja is on her 13<sup>th</sup> year of teaching elementary education at Hillsborough County Public Schools. Ms. Pedraja is currently a Math Coach at Kenly Elementary School. Prior to Kenly, Ms. Pedraja taught the Academically Gifted Program for three years. She earned her Ed.S Degree in Educational Leadership from the NOVA Southeastern University, and her Bachelor's from the University of Florida. Ms. Pedraja also attended two years of law school at Stetson College of Law. This is Ms. Pedraja's first year at a Turnaround school and she is currently enrolled in the Turnaround Leadership Path.

Claudia Chacon, reading coach at Kenly Elem., started at Kenly in Jan. 2019. I have worked with Title I schools my entire career in Texas. This is my first experience in an achievement school in Florida; I am very excited about the opportunity to learn and grow from experienced administrators.

I am Noemy Ortiz one of the reading coaches at Kenly Elementary. I have worked with turnaround schools in Boston, Massachusetts. My experience includes 5 years total in two different school. In both schools, I was part of the reading team as a Special Education and intervention teacher. Due to it being a turnaround school we had ongoing coaching and multiple trainings related to reading and writing. The second school I had the opportunity of working with for 2 years before moving to Florida. Both schools are bilingual schools and as a result I've taught in both languages. The first school was successful in improving its school grade but unfortunately the data came out after the takeover. We were recognized the following school year for having one of the highest scores in ELA state assessments. When moving to Florida I purposely was looking for a school that needs the most support because my passion is helping students who are most in need. I am excited to a part of the Kenly community and look forward to what lies ahead.

**Does the district offer incentives to attract and retain principals willing to lead a turnaround school? How does the district build the capacity of turnaround leaders?**

***Hillsborough Principal Pipeline:*** We all win when our principals and teachers are empowered and provided with the right support. And we all benefit when our students are better prepared for college or a career. With these goals in mind, Hillsborough County Public Schools is transforming the way we identify and train our aspiring leaders, through the Hillsborough Principal Pipeline. From the beginning of the Pipeline, with the Future Leaders Academy, or at any point in between, strong and long lasting

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

relationships are built with current and future leaders, all of whom will become part of a support network that includes mentors, coaches and fellow participants.

Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. 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. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at D.A. schools.

Pipeline participants engage in professional development courses that include both leadership and technical training aligned with state leadership standards and District leadership competencies. The program prepares current and future school leaders to effectively serve as *instructional leaders, managers of human capital and organizational/systems leaders*. The Hillsborough Principal Pipeline offers the unique and valuable opportunity for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

RAND reported that districts with principal pipelines had almost eight fewer losses for every 100 newly placed principals than other districts in the state with no pipeline. Hillsborough County Public Schools was one of the districts included in the study. RAND noted that **“we found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on student achievement.”** The study results also elaborated on the disruptive impacts of principal turnover – disruptive to teachers, students, and budgets.

***Recruiting Leaders for Turnaround Schools:*** The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

***The Master's in Educational Leadership*** program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

**Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools:** The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

**Achievement Schools:** Achievement Schools, including our D.A. schools, will be supported in a way never seen before in our district to level the playing field for students. Our district will put its best leaders and teachers into our schools with the highest needs and provide the right resources to schools for sustained student success. We will create an innovative and collaborative learning environment that will center around a culture of high expectations for students. Achievement Schools staff members will each support a smaller group of schools (12-13 schools) that they're able to visit more frequently. The Achievement Schools staff will provide principals and leadership teams with supportive, side-by-side coaching. Our district has been using an area model with 8 area superintendents. Each area superintendent has been creating their own individual strategy resulting in diluted district support. Under the Achievement Schools model, there will be a centralized support system and focused strategy to provide more resources to our highest needs schools. Grant funding, including the Teacher and School Leader Incentive Program, are available to help incentivize school leaders. They'll also be provided with extra training and additional opportunities made available to staff at Achievement Schools. Another incentive for staff is working with amazing students – teaching, leading and helping them succeed.

Achievement Schools, including D.A. schools, will be staffed by experienced and highly effective leaders. The leaders selected for these schools must demonstrate Turnaround Leader competencies. The Turnaround Leadership Pathways (TLP) is our district's strategy to ensure we have the right leaders in our highest-needs schools. TLP is centered on the belief that leadership is the key component for change in schools, because great leaders build strong school culture and attract and retain talented teachers, who in turn, significantly improve student achievement.

**What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?**

Principals have autonomy and flexibility in many areas. Principals hire their own staff, and work with HR through established procedures to maintain an appropriate staff. While principals may collaborate with their Area Superintendents regarding hiring, the ultimate responsibility for decision making lies with the principals.

**What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?**

HCPS believes that school turnaround is a process that may take, as supported by research, three to five years. However, there is an understanding of the urgency to make progress with our most vulnerable

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

students. Continuous progress monitoring, under the supervision of Area Superintendents, will provide a solid data base from which to make decisions about the capacity of the leaders currently in place. Interactions with the parents, families, school staff members, and community will also be a consideration.

Final leadership decisions will be made by the Superintendent and Cabinet, after consideration of the many variables in play. Decisions will be made based on what is best for the students, and the school overall. The decision may be to replace all or part of the leadership team, or it may be decided that providing additional time and/or supports will allow for the greatest opportunity for success.

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

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

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

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

**What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?**

As described earlier, HCPS held a Showcase of Achievement Schools event, inviting and recruiting new and current teachers to be a part of our Achievement and D.A. Schools. Principals and their leadership teams did interviews on the spot and were able to offer positions in areas such as math, science, English, reading and Exceptional Student Education. HR practices have been modified to support hiring the best and brightest teacher talent at our D.A. schools by filling vacancies at those schools with the most qualified candidates first. The new Spark initiative offers financial incentives for effective and highly effective teachers that commit to teaching in our high need schools.

**How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?**

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

Unexpected vacancies present challenges, especially when they occur during the school year. We recognize the need to have our students under the tutelage of certified teachers. We have put in place additional units at our high need schools so that principals can “over” hire, thereby reducing the impact of natural attrition. Additionally, our HR department works to maintain hiring throughout the school year, and the best of those applicants will be directed to our Achievement Schools, including DA schools, first. Other certified personnel on campus are available to be directed to support vacancies. Certified teachers working temporarily as substitutes are also utilized to support longer term vacancies. There is a plan in place that addresses utilization of these “over-hired” teachers across all DA schools to fill vacancies.

**Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?**

Our district will continue to incentivize teachers, now under the Spark initiative. We have designated more than \$1 million for teacher professional development and have already designed plans for summer and back-to-school training sessions with staff. Our district has allocated four professional development specialists to Achievement Schools, including D.A. schools. This will ensure teachers get what they need and are successful as we work to eliminate barriers.

**Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?**

Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for the Spark initiative. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

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

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

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

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

As stated above, HR practices have shifted to allow a focus on staffing highest-need schools first. Transfer periods carry restrictions with regards to state VAM ratings, and additional hiring fairs were held to directly focus on hiring for our turnaround schools. Letters and personal outreach efforts have targeted HE and E rated teachers from across the district.

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

One teacher was reassigned to the instructional pool, one was reassigned to non-tested grade, and another teacher was reassigned to non-tested grade level.

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

The teacher assigned to the instructional was went to a non-DA school.

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

There are currently 3 vacancies. They are VE, 4<sup>th</sup> grade and behavioral support. The 4<sup>th</sup> grade and behavioral support positional currently have a resident educator temporarily filling these positions.

<b>STATE VAM DATA- School % Compared to District and State%</b>				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	4	1	0
School %	22	44	11	0
District %	16	54	15	14
State %				

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

### Acknowledgement

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

<b>Name and title of person responsible for completing and submission of the TOP-2</b>
Dr. Whitnee Shaffer, School Improvement
<b>Contact information: email, phone number</b>
<a href="mailto:whitnee.shaffer@sdhc.k12.fl.us">whitnee.shaffer@sdhc.k12.fl.us</a> , 813-273-7191
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
September 30, 2019
<b>Superintendent signature (or authorized representative)</b>
