



TOP-2

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

Hillsborough County
Just Elementary

Due-October 1

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

Purpose

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

Directions

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

School

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

School Name/ MSID Number
Just Elementary / 0282

Needs Assessment

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

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

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

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

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

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

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

Culture Data in Review

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

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

Insight Survey Results

Top 3 Strengths

Leadership

Observation & Feedback

Diversity, Equity & Inclusion

Top 3 Areas of Focus

Academic Opportunity

Academic Expectations

Professional Development

Academic Data in Review

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

Just has 3 major instructional priorities for the 2022-23 school year that includes:

Rigorous Content

- Solid Core Instruction and Tasks that are aligned to BEST Standards
- Small group and differentiated instruction (strong foundational skills)

Culture of Learning

- Maximizing Time

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

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2022 SCHOOL GRADE COMPONENTS									
Percent of Students									
Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	11	52	55	16	51	53	28	54	57
ELA Learning Gains	21	53	0	31	49	0	45	55	58
ELA Lowest 25th Percentile	23	41	0	0	36	0	32	50	53
Math Achievement	22	56	57	13	50	52	34	55	62
Math Learning Gains	40	60	0	17	43	0	52	57	62
Math Lowest 25th Percentile	31	51	0	0	36	0	76	46	51
Science Achievement	19	46	48	9	44	47	31	51	53

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Percent of Students							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.
SWD	3	11	0	0	22	0	0
BLK	10	20	18	19	41	31	17
FRL	11	21	23	22	39	31	19
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Percent of Students							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.
SWD	11	0	0	11	0	0	0
ELL	33	0	0	25	0	0	0
BLK	12	30	0	11	9	0	0
HSP	30	0	0	9	0	0	0
FRL	15	31	0	12	14	0	6

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2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Percent of Students							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.
SWD	6	21	0	6	36	0	0
ELL	50	0	0	50	0	0	0
BLK	21	41	31	29	48	73	25
HSP	59	70	0	65	70	0	0
FRL	29	46	32	35	53	76	29

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

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

Just recommends multiple school improvement variables to enhance learning gains and proficiency data in the identified core courses (ELA, Math, & Science):

- Assigned a regional superintendent with a smaller network allowing for weekly support visits to include a team of district content coaches to support standards and curriculum implementation.
- District initiated incentive bonus to recruit and retain talented effective and highly effective teachers.
- Monitor and measure alignment to content standards within lesson planning, implementation, practice, and assessments. Dedicated time for teacher collaboration and planning will be adhered to weekly. Transformation Network coaches will support internalization for every unit and support content training as necessary.
- Focus on re-establishing school-wide and classroom norms with staff. This includes implementation of PBIS across the system.
- Strategic actions include extended learning programs, common planning protocols, and targeted small group instruction for tier 2 and 3 students.
- Use of Penda Science will be integrated weekly to ensure students have access to science standards and concepts throughout the year.
- Use iReady and MTSS course performance to compare diagnostic measures and district baseline assessments with the beginning, middle, and end-of-year assessments. Data analysis reviews will be conducted at the teacher and student levels each diagnostic.
- Assigned a school-based Reading Coach, Science Coach, and Math Coach (to be determined) to provide job-embedded support to teachers and students.
- Transformation Network content coaches will work weekly with teacher teams to ensure the fidelity of standards instruction and alignment to tasks.

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- The leadership team will aggressively monitor the implementation and follow through of subject area professional development tied to instructional implications. Dedicated time has been allocated on Early Release days to address areas of need based on trend data from observations.
- Boy and Girls Club will now provide free on-site services for after-school care starting August of 2022.
- Frameworks of Tampa Bay private partnership will improve student-teacher and student-student relationships within instructional minutes to enhance social and emotional learning and contribute to increasing attendance percentages.
- Frameworks of Tampa Bay partnership will also enhance parent-school relationships through scheduled Parent University sessions, a resource room, and parent store as needed.

Additionally, after **BSI Instructional Review**, **Just Elementary** has created the following leadership, instructional, and culturally focused action plan alongside Just Elementary and HCPS Transformational Network:

Area(s) of Focus:

Through implementation of strong data driven standards/benchmark-based planning, execution, and implementation of the plans for strong core instruction based on student data, daily execution of differentiated small group instruction in ELA, Math, and Science, students will achieve mastery in ELA, Math, and Science.

Instructional Priorities/Rationale:

Just will support students according to their individualized data. Students will receive grade level standards/benchmark-based instruction during core instruction daily. Teachers will utilize formative assessments to plan for differentiated groups. Teachers will ensure assessments are aligned with plans, lessons, and desired outcomes.

Current Action Steps:

- Students will receive strong daily core instruction (B.E.S.T.)
- Students will receive daily small group differentiated instruction based on their data and acquisition of B.E.S.T.
- Students will receive daily RTI with strategies documented and on-going progress monitoring to document growth
- Guidance counselor from another site is coming weekly to support with RTI process
- Students will be discussed at weekly grade level meetings, RTI meetings every 6 weeks, PSLT and CST, to ensure all students' needs are met.
- District coaches will be supporting planning with teachers due to ELA and Science Coach teaching 5th grade

Current System for Evidence of Implementation:

- Copies of lesson plan agendas, sign-in sheets, and lesson plans will be collected and reviewed weekly with evidence of instructional priorities
- Evidence of lesson implementation through daily walk-throughs and weekly Leverage Leadership observations and feedback (Leverage Leadership Feedback Forms and principal's weekly agenda)

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- RTI weekly - notes (rotating schedule with each grade level attending once every six weeks and notes reflecting students discussed and next steps)

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

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

The monitoring timeline will also include scheduled observations to ensure teacher support, program fidelity, and student achievement. Instructional observations include weekly academic leadership team walkthrough, data trend collections, and feedback from the direct supervisor.

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

The Community Assessment Team acknowledges that Just continues to face obstacles with teacher shortages that impact student performance and outcome measures. This school year, as of July, begins with a new principal, Daphne Fourqurean, a leader with a proven record of accomplishment of success and minimum returning teachers to transform the educational institution. The leadership team will fill gaps and create ways to build instructional capacity.

CAT/SAC/Leadership Teams examined low-performance indicators that caused poor outcome measures. One recognition is that creative scheduling is needed to replace vacancies impacting student learning in the core curriculum. Additionally, low performance in core subjects indicates struggles with academic and instructional practices that directly impact student achievement.

Achievement and bottom quartile in ELA and Math for the 21-22 SY decreased with cause indicators surrounding insufficient leadership, inconsistent data monitoring and data-driven instruction. The CAT recognized that the issue had possible best practices implications with planning, delivering, and student/teacher accountability. Just's data also indicates that focus on curriculum implementation and lesson planning needs to be closely monitored to measure desired outcomes.

Science core curriculum alignment shows gaps in the anticipated learning scales to the actual outcome. Just will monitor students' reading levels and science curriculum alignment to differentiate instruction in the classrooms, labs, and work samples to meet benchmark expectations. Additionally, a focus will be on integrated S.T.E.M activities aligned to B.E.S.T to garner student interest throughout the school year.

Implementation Plan

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

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

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

Part A.

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

- Weekly walk-throughs from administrative team and coaching team as well as district team collecting trend data for ILT Meetings.
- Weekly ILT Meetings where each person on the team is the “owner” of a specified data point related to student impact. They will share their action plan and the progress that is being made towards the goal. ILT will also be used as a problem-solving team if progress isn’t being made.
- Decisions will be made based on trends and continuing needs for PD, model classrooms, etc.

Standards-based instruction and learning for Just Elementary School include (IR) Instructional Reviews and Look for Protocols using Four Principles of Excellent Instruction. This includes actional planning aligned to student achievement, professional development, shared leadership, and sustainable instructional practices.

The following BSI IR along with Just Elementary Leaders and district staff have created look-fors that will align with standards-based learning to improve academic achievements with respect to observation and feedback aligned to the standards. This intentional approach to provide targeted feedback will allow administration to have a direct impact on the instructional environment and teacher practice. As teachers and students master these expectations, additional look-fors will be added. Look-fors are below:

ELA

Teacher Look-fors:

- The content being taught addresses specific deficiencies that hold students back from reading grade-level complex text, such as fluency, vocabulary, complex syntax, content, etc.

Math

Teacher Look-fors:

- The teacher provides differentiated instruction to support all learners in reaching course expectations
- The skills being taught align with the benchmarks for the course or address specific skills deficiencies that hold them back from doing work appropriate for the course

Science:

Teacher Look-fors:

- Instruction and materials are all aligned to appropriate standard and item specifications
- Investigations should precede textual analysis by exposing students to content in real world context. (Activity before vocabulary/concept)

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- Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning outcomes aligned to standards appropriate to the course and provide for lesson adjustments

Student Look-fors:

- Students follow behavioral expectations and execute transitions and procedures efficiently. Students' time is maximized throughout the lesson. Students do not have idle time

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

- PBIS needed a reboot at Just Elementary, implementing Jaguar Cash system and store, Clip-Chart System, CHAMPS school-wide
- Implementing Morning Meetings (to create a sense of community)
- Utilizing Leader-In-Me (Focusing on the 7 Habits of Happy Kids)
- Behavior Tracker is expected to be used for RtI/MTSS

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

Correlation between SIP and TOP-2:

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

Implementation of new B.E.S.T standards through:

Standards-based tasks (independent work)

Small Group Instructional framework

Common Planning protocols to focus on building teacher content knowledge

Maximizing instructional time

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

Just was recently added to the Hillsborough County Schools Transformation Network in August. Each school in the network is allocated school-based instructional units for coach positions. Just has a literacy coach, and Science Coach allowing concentrated support for teachers and students. The school leadership team meets weekly to discuss weekly goals that tie to quarterly goals. This includes plans for observation and feedback, professional learning, and coaching. The district support team, consisting of a region superintendent, Literacy coach, Math coach, Science coach, and RtI coach meet with the school team weekly to co-create the weekly

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action steps and to monitor the implementation of the agreed upon actions. Transformation coaches will help school-based with executing common planning and helping to build teacher content knowledge. The region superintendent will provide direct support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent will also conduct bi-weekly learning walks to monitor the instructional environment to include plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis and action planning, and professional learning for groups and school-wide development.

District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development, and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.
- The district shall ensure that instructional programs align to Florida’s Standards for English Language Arts (ELA), mathematics, social studies, and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida’s Standards across grade levels to improve background knowledge in social studies, science, and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s Standards in ELA, mathematics, social studies, and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

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

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling, and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s Standards for ELA, mathematics, social studies, and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. The district support team, consisting of a region superintendent, Literacy coach, Math coach, Science coach, and RtI coach meet with the school team weekly to co-create the weekly action steps and to monitor the implementation of the agreed upon actions. Coaches will help school-based with executing common planning and helping to build teacher content knowledge. The region superintendent will provide direct support to the principal and assistant principals allowing for direct monitoring of all leadership actions and impact. The region superintendent will also conduct bi-weekly learning walks to monitor the instructional environment to include plans to practice and targeted feedback provided by the administrative team. The district coaches support common planning, data analysis and action planning, and professional learning for groups and school-wide development.
2. Just completed a Comprehensive Needs Assessment in February using the most recent state and district data, as well as climate survey data. Based on the data, the school leadership team created a plan to support academic achievement with respect to staffing, budgeting of federal funds and resource allocation. HCPS is district-managed for the core curriculum.
3. As part of the state adoption process and in alignment with the What Works Clearinghouse, the district adopted McGraw-Hill Wonders for Reading and ELA, Stemsopes for Math, and Pearson for Science. Each subject has a district supervisor that creates district curriculum and pacing

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- guides that have direct connections the B.E.S.T Standards and district progress monitoring assessments that allow schools to track data on both the standards and curriculum implementation.
4. I-Ready, a state approved intervention and resource is used for remediation and enrichment in both ELA and Math. The school has access to I-Ready's teacher toolbox for small group lesson support and will use Standards Mastery as a tool to monitor student proficiency with the new standards. The school also has access to Achieve 3000 to allow for additional on-grade level reading opportunities to include Level Set assessments throughout the year to progress monitor growth via Lexile Levels. Penda Science will be utilized to support students that are close to proficiency during the science period.
 5. The school will participate in the state's Progress Monitoring assessments through the Florida Assessment of Student Thinking (F.A.S.T.) Assessments. The school will also take the I-Ready diagnostic three times, as well as district assessments by subject for triangulation of data with respect to standards achievement. The school also participates in bi-weekly mastery checks to intentionally plan instruction aligned to standards. These mastery checks are used throughout the schools PLC process to reflect on the effectiveness of instructional practices and ensure that instruction is aligned to content standards.
 6. Based on the analysis of progress monitoring data, the regional team will determine if additional teacher development is needed to master content as well as adding additional instructional minutes on a Saturday for students not progressing on a continuum. Community support will also be leveraged for mentoring and tutoring opportunities for students.
 7. The district provides all curriculum resources and support for instruction. Teachers are provided paid professional learning opportunities in the summer to unpack and internalize curriculum materials with content district experts. The Transformation Network district team provides weekly support of district content coaches who work with teachers weekly on planning and instruction. A school psychologist and school social worker are assigned to the school to support students' social emotional needs and RtI implementation.
 8. I-Ready Magnetic Reading will be used as a supplemental curriculum in addition to SIPPS Phonics for Reading remediation. Based on prior data, Phonics, Vocabulary and Comprehension are areas of focus for 80% of the student population, all grades. Intentionality with the small group instructional framework will be a priority in the Reading block. An additional 30 mins are added in the instructional block to include remediation time. Just will also have support from the state from RAISE SLRDs.
 9. At this time, unit allocation is a basic formula for all schools based on FTE. The community surrounding the school is undergoing significant gentrification. Schools like Just need an additional layer of programmatic attractors to recruit high performing students and highly qualified teachers. Considerations for attractors are under discussion.
 10. Each week the district Region team will meet with the school's administrative and leadership team to review weekly goals, monitor standards-based aligned instruction and support teacher development as needed. There will also be data-analysis reviews in coordination with the F.A.S.T assessments and other district assessments to create action plans for groups of students. Extended Learning Plan (ELP) dollars will be leveraged to provide additional time on standards in critical subject areas.

Assurance 2: School Capacity-Leaders and Educators

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

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Leaders

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

- The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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

Educators

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

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

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

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

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

Assurance 2: Narrative of School Capacity-Leaders

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

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

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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

1. Daphne Fourqorean (Principal), Principal, was hired on June 27, 2022, and will remain for the 2022-23 school year. Daphne has been a principal in HCPS since August 2012. She has successfully turned around two district schools.
2. Prior to becoming the principal at Just Elementary, she was a successful Principal at Kimbell Elementary School where she led the school improvement efforts and raised the school grade from an F to a C in 2021. They maintained the C last school year. Her A.P. Rotunda Wilcox is a new administrator that worked at Kimball with Mrs. Fourqorean and understands her style of leadership and expectations for learning.
3. The academic support team is new to the school this year as the Reading Coach and Science Coach, both hired by Mrs. Fourqorean. These coaches have served as leaders in turnaround schools in the district prior to this role. Each year the principal can restructure the leadership team. This year, a new math coach was hired to support teachers. Last school year, a new reading coach was hired and maintained the position for the 2022-2023 school year.
4. The district offers monetary incentives to administrators and certified, highly qualified teachers to attract them to our turnaround schools over and beyond district salary.
5. The Transformation Network teams works with and contracts out national leaders in turnaround. This includes former superintendents from across the country to provide leadership strategies for turnaround. All PD is then integrated into our Network way of work for continuity across our systems.
6. The principal and a school-based hiring team have the flexibility to hold interviews and select candidates that best meet the needs of the school. Once final selections are made, those names are provided to the Region Superintendent for review.
7. The Superintendent reserves the right to identify and select new leaders in the event the existing leaders do not make progress toward school grade improvement.

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

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turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

1. The district advertises vacancies on the district portal. As an attractor, the district has created an incentive of additional pay for schools that are in the Transformation Network. We use this as a hiring strategy when posting vacancies online and on the district portal. Just was included in the Transformation Network MOU in August.
2. In the event of vacancies, school-based coaches fill in or the class is split between the other certified staff until hiring the next candidate.
3. The district offers additional pay for effective, highly qualified teachers. At UNISIG schools, we take advantage of the state teacher incentives. We strategically call it additional pay as we require additional duties (i.e., weekly common planning and professional development) as part of the hiring agreement.
4. District VAM is utilized for our incentive pay, not state VAM, as we seek to attract all grades and all subjects of highly effective, highly qualified staff.

Assurance 2: Verification-School Capacity- Educators

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

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

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

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

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

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

N/A

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

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

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

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	3	1	0
School %	20.0%	60.0%	20.0%	0.0%
District %	13.24%	67.44%	11.70%	7.61%

Acknowledgement

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

Name and title of person responsible for completing and submission of the TOP-2
Shaylia McRae, Chief of Transformation Network
Contact information: email, phone number
Shaylia.mcrae@hcps.net
Date submitted to the Bureau of School Improvement (due October 1)
10/4/2022
Superintendent signature (or authorized representative)
