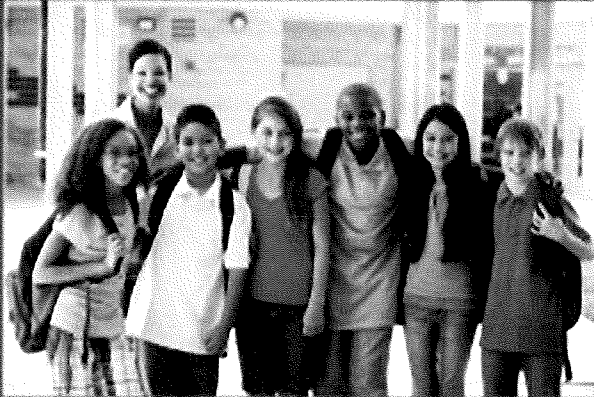


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan—Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator

**Hillsborough County Public Schools
Foster Elementary**

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective _____

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator) to improve the school's grade to a "C" or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

In the box below, identify the name and MSID number of the school that will be supported through the turnaround option plan.

School Name/ MSID Number
Foster Elementary/ 291481

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The Regional Executive Director (RED) or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

<p>Names and affiliation of CAT members:</p> <p>School Information: The School CAT consists of the following members: Francine Lazarus (Principal), Brook Quinlan (Assistant Principal), Jennifer Dames (Assistant Principal), Shannon Kahn (Psychologist), Nicole Rametta (Psychologist), Stephen Kane (School Counselor), Ty Baldwin (Social Worker), Sophia Haynes (Behavior Specialist), Melanie Jaime (Math resource), Julie Sekulits (Reading Coach), Trae Gentle (RtI Coach), Bullard Family Foundation (Community Partner), Education Foundation Capacity and Resource Development (Community Partner), Seneca James (Parent), Princess Cox (Parent), Unique Underwood (Parent), Shaquela Brown (Parent)</p> <p>District: The District CAT consists of the following members: Tricia McManus, HCPS; Jackie Haynes, HCPS; Robyn Eady representing Dr. Dames (Pastors Association); Joe Robinson, Community; NAACP education chair, TD Lenior; Dr. Ponticell, Dr. Haines, USF; Paula Haggerty, CTA, Marlene Sokol, Tampa Tribune; Maria Hispanic Council, Mona Judge, East</p>

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Tampa Community; Dr. Sykes, AS HCPS; Dr. Wilson, University of Tampa; Dustin Daniels, HCPS; Pastor Christopher Harris, Michelle Fitzgerald, HCPS; Lydia Medrano, LULAC; Yvette Lewis, NAACP; Carolyn Collins, Community Member; Tracy Webley, RED

Dates of CAT meetings (held and upcoming meetings):

School Information:

They met once per month from April 2019 until August 2019. They now hold meetings every other week on Fridays.

District Information:

This team meets bi-monthly. There was a meeting held October 3, 2019. The next meetings are December 5, 2019, February 6, 2020, April 2, 2020, June 11, 2020, and August 6, 2020.

What school data was analyzed?

We evaluated student data in the form of interim data, monthly formative data, student work, iReady data, and FSA data. We discussed all students and their needs, specifically the bottom quartile students. We keep a strategic focus on bottom quartile students so we can monitor their work in classrooms every day. They provide interventions such as, extended learning program (ELP) that is after school and Saturday school to help provide instruction to reinforce content. They used teacher effectiveness ratings, as well as classroom observation data, to identify teachers who need additional instructional supports from the site-based content coaches. Attendance and behavioral needs of the students are addressed by providing incentives to mark their accomplishments in school.

When reviewing at iReady and interim data, we drilled down to each student to determine individual standards attainment and designed interventions around the specific standards (RTI and ELP) still needing to be met.

Identified causes of low performance:

Teacher turnover and vacancies were a major issue over time which did not provide the stability the students needed for a successful education. The teachers also did not have a proficient knowledge of the content they were teaching. They struggled with providing proper instruction to students that was at the correct level of rigor while scaffolding supports to those below level. We are working to fix these issues as they are not excuses to what could and should be happening at Foster.

Other areas that are not used as excuses but which are part of the overarching challenges being addressed at Foster include the following: 27% of our students are ready for kindergarten so there is a continuous need to catch up. High quality, early literacy instruction is needed and over time there has been a stronger focus on intermediate grades. The lack of focus on primary creates a gap that is snow being addressed. Our students have also faced challenges with attendance issues that have been compounded from year to year. We are also addressing this area.

Recommendations for school improvement:

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

The Social Worker is working with the families to encourage students to come to school consistently and on time. They have implemented incentives for attendance and behavior. We visited the Ron Clark Academy in Atlanta and implemented a house system in order to help students feel more connected to school. The Behavior Specialist coaches the teachers on behavior management strategies for the classroom.

Expeditionary Learning, the new ELA curriculum (EL) has more complex, culturally relevant texts and students are talking much deeper about the text, which they have not done before. The levels of discussion of the text and the thinking of the students are deeper than in years past. 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). The K-2 curriculum offers two hours per day of content-based literacy, plus one hour of structured phonics. The 3-5 curriculum offers two hours of content-based literacy instruction per day with an additional time for Life Science.

We partnered with Early Childhood to work with the daycares to provide additional supports for future kindergarten students. We increased the expectations for the 3 Pre-K units in the school where we are meeting regularly for PLCs focused on new instructional guides and practices. Rigor has been beefed up to support kindergarten readiness.

Several teachers were coached to leave last year because they were not a good fit for the students or the school. The principal hired a more diverse staff, allowing students to see adults that look like them. Additionally, there is not one teacher in the school that has not worked previously with students in high poverty environments. The school is now fully staffed and there are no less than effective teachers on campus.

An RTI coach was hired to oversee the RtI process and assure students are placed appropriately and receiving correct interventions. An electronic data wall and a data den are utilized to ensure student data is always a focus for teachers. The electronic data wall highlights each student and each standard. Teachers are able to quickly see their students' progress towards the standards. They use this information to determine interventions that are needed for each student and also to determine how to continue to strengthen core instruction.

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

Other information:

We are working on becoming a Community School with a plan to address areas such as attendance, behaviors and core performance. We are in the early stages of the implementation, currently completing the documents for the micro-credentialing. We are part of the listening project for Community Schools and the goal is to get 90% of the stakeholders (staff, parents, community, etc.) involved with the initiative.

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

We have partnered with the Tampa Police Department's Police Chief to have police officers join one of the houses in their Ron Clark house system. There are five houses: Positivity, Respect, Innovation, Determination, and Excellence. The Police Chief joined the house of Determination. The house meetings are Monday mornings and the police officers join to help build relationships with the students. We are implementing social-emotional leaning curriculum Second Step school-wide. The lessons are instructed every Monday and the teachers reinforce the vocabulary throughout the rest of the week.

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.

The principal was appointed to Foster in July, 2018. In reviewing the data, she noticed that all seven categories of the school grade dropped for a total loss of 51 points. She also noticed the mobility rate was high for the students at Foster. She ended the year with 75 more students than she started with. Due to being appointed in the summer, she was not able to make the human resources changes she felt were important. She was able, however, to have a couple of teachers transfer with her. During her first year, she focused on understanding the needs of the school, particularly in the areas of talent management, culture and climate and instructional infrastructure.

The external operator, Phalen Leadership Academies, completed a mid and end of year review of Foster Elementary School. They surveyed teachers, administration, and visited classes to observe instruction. This information was shared with the leadership team and a 90-day plan was created for the 2019-2020 school year. The 90-day plan has instructional priorities focused on climate and culture and instructional infrastructure.

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

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Climate and Culture

We are working on implementing behavior incentives for students to reach goals, and when they accomplish those goals the expectations are set higher for the next round of incentives. We are monitoring behavior through the houses, which were established after a visit to the Ron Clark Academy. We implemented a points system as part of the behavior management system (i.e. wearing their uniform, positive/good behavior, effort in class, etc.). Each week, the winning house is announced and celebrated for their victory.

Instructional Infrastructure

We held a party after 1st diagnostic for students who scored at or above their grade level. The next incentive will be for the students who raised their score from the first diagnostic. The students will receive benchmarks to accomplish over winter break and receive an incentive if they accomplish their benchmarks.

Extended, daily planning time is provided for the teachers along with academic coaches to plan standard-based lessons that properly unpack the standards and allow teachers to share best ways to teach specific standards in the classroom. The Instructional Leadership Team (ILT) developed teacher, student, and classroom environment look-fors based on the 90-day plan and designed professional development for the teachers. The professional development is purposeful (i.e., whole brain teaching to engage the students, culturally responsive teaching), timely and relevant. Incentives are provided for the teachers that use the training in the classroom. External Operator Phalen Leadership Academy has provided many mini-trainings (i.e. checks for understanding, engagement, small group instruction, discussion strategies) for our instructional staff.

Phonics and phonemic awareness are being addressed through the implementation of the supplemental program, Really Great Reading Foundations Program for K and 1. The program was piloted the previous year in two Achievement Schools with the support of the HCPS Elementary Reading Department and saw great results. This hands-on, multi-sensory program is aligned with Florida Standards, and helps students develop foundations to support life-long reading.

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

When the principal was appointed to the school, nothing was in place regarding structures or procedures related to instruction or management. Due to a late arrival, she had to spend time evaluating and was in reactive mode much of the year. Strategies that were used were not implemented with fidelity and classroom instruction and student behavior were not where they needed to be. Throughout the first year, as barriers were uncovered, improvement plans were made with the ILT. The plans have now been put into action. There are more partnerships to help, procedures and expectations are in place, and initial formative data is already better. We are showing signs of improvement. We also have a new AP who was at a school that improved to a C. She has strong knowledge of data and instructional expertise. Classroom instruction is stronger this year and there is a more diverse staff working with students.

Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

- Closure (RC):** Reassign students to another school and monitor the progress of each reassigned student.
- Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.
- External Operator (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

Selected Turnaround Option Plan Rationale

In the box below, describe the district's efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

We are requesting a 3rd year extension with an external operator. We will make a change to MGT. The principal has only been at Foster for a year and a half and has now created the conditions for success. Instruction has improved, culture has improved and the community has rallied around the school. The community is against a charter operator coming into Foster and has asked for the extension.

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Closure (RC)

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a "C" or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel who are rated as Unsatisfactory or Needs Improvement based upon both the three-year aggregated state VAM ratings, if applicable, and the district evaluation system.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida's Standards, the type of intervention provided to students to address deficiencies (if

Turnaround Option Plan—Step 1 (TOP-1)
3-Options

applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

- The district shall ensure, for the upcoming school year, that instructional personnel rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not reassigned to other School Improvement (SI) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned at other SI schools within the district.
- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not assigned to:
 1. A high school or middle school student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year.

Charter (CH)

Assurance 1: Close and Reopen School

- The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

- The district shall select a charter organization that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Instructional Staff

- The district shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Assurance 1: Selecting a Successful EO

The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

Assurance 2: Selecting Leadership

The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

Assurance 3: Selecting Instructional Staff

The district and the EO shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

Assurance 4: Contracting with the EO

The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:

1. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a "C" grade within two years and that ties payment to such improvement;
2. The district's authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional development;
4. EO's record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and
6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

Timelines

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

This timeline applies if the district selects RC.

For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.

For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

This timeline applies if the district selects either CH or EO.

For Cycle 1, the district acknowledges that the plan (TOP-2) and the CH or EO contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed CH or EO contract are due to the Department by January 31 and the district school board approved CH or EO contract is due to the Department by May 1.

Request for Extension of Turnaround Plan, Criteria and Due Date

The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a “C” or higher by the end of following school year.

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S.;
3. The request demonstrates that the SI school has no Unsatisfactory rated instructional personnel and the percentage of Needs Improvement instructional personnel must be at or below the district VAM average where the district has more than five schools, or the state VAM average where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in (15)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

Evidence that the five conditions were met:

- Foster is fully staffed and has been all school year
- There are no less than effective state or district VAM teachers on campus.
- Based on current formative assessment data, Foster is close to the district average with 48% of students proficient; Reading proficiency has increased by 8%; Math proficiency has increased by 11%.

Explain how the school will improve to a “C” or higher:

- Weekly planning with teachers and academic coaches focused on how to best teach specific standards and plan for individualized instruction while strengthening core instruction.
- Maintaining a sense of urgency through daily classroom observations and feedback and ongoing coaching and job-embedded professional development for instructional staff based on data.
- Implementation of house system to excite students every day; Monday house meetings, ongoing parent engagement and outreach activities (all for the purpose of continuing to strengthen school culture and student connectedness).
- Use of EL curriculum for ELA. We are seeing major growth and student engagement due to this high quality curriculum.
- Clear structures for progress monitoring of the school 90 day plan-regular data chats with leadership team and individual teachers.
- Push in weekly support from the Achievement School ALT focused on coaching of principals, APs, and teacher leaders.
- Support from Community School Model

Outline proposed changes and strategies that will occur during the extended period:

A change in EO will add another increased layer of support for the Foster team.

**Turnaround Option Plan—Step 1 (TOP-1)
3-Options**

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 completion and submission of the TOP-1
Dr. Whitnee Shaffer, Coordinator, School Improvement
Contact information: email, phone number
whitnee.shaffer@sdhc.k12.fl.us, 813-273-7191
Date submitted to the Bureau of School Improvement
November 1, 2019
Superintendent Signature (or authorized representative)
