



TOP-1



Turnaround Option Plan—Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator

**Hillsborough County Public Schools
Thonotosassa Elementary**

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

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
Thonotosassa Elementary/ 294361

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.

Names and affiliation of CAT members:

School Information: School CAT membership includes:

Anthony Montoto (Principal), Lori Farmer (Assistant Principal), Christine Jordan (Math Resource) Christine Redfearn (Reading Coach), Sherry Reich (Writing Coach) Sara Farinas (Reading Resource), Southeastern Freight (Business Partner), Yinka Alege (Principal Supervisor), Patricia Royal (Leadership Coach), Joseph Copello (Professional Development for Small Learning Network 3), Cheryl McDougald (Parent)

District Information: District CAT consists of the following members:

Tricia McManus, HCPS; Jackie Haynes, HCPS; Robyn Eady representing Dr. Dames; 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 Tampa Community; Dr.

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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:

The CAT meets every other Monday to discuss trends, data, behavior, and other school related needs. They also meet on an as needed basis.

District Information:

District meetings with stakeholders are held bi-monthly. Past and future meeting dates are as follows: 10/3/19, 12/5/2019, 2/6/2020, 4/2/2020, 6/11/2020, and 8/6/2020

What school data was analyzed?

During the meetings, we analyzed iReady and district formative assessment data. We compared last year's data to this year's data for the same window of time. We looked at FSA data of the students. We look at student achievement levels and group the students in tiers based on the triangulation of data. We use unit tests from science, math, formative assessments and unit assessment from the EL curriculum for reading.

In looking at the iReady data for the students as they move from grade level to grade level, we are seeing gains already since the beginning of the school year. We use the FSA data to determine trends where there is a need for more student-focused instruction to enhance understanding and proficiency of the specific topic. We identified specific sub-groups that we are closely working with to ensure additional support is provided to address their academic needs.

Identified causes of low performance:

Some of the identified causes of low performance were: teacher vacancies throughout the year resulting in a lack of consistency and stability for the students, discipline procedures that were not clearly outlined or followed with fidelity, teacher efficacy and expectations that were not high. A high percentage of students were taught from substitutes who managed the classroom and did not align learning to grade level standards. The faculty and staff did not feel the climate and culture of the school was not supportive or nurturing to fully engage students in their academic learning to be successful.

Recommendations for school improvement:

To improve student learning, clear structures and systems needed to be put into place to that ensure teacher planning, collaboration, and support; such as, common planning time, PLCs, and professional learning. A system must be implemented to ensure formative feedback is provided regularly to teachers, narrowly aligned to the school's instructional and look-fors. Clear procedures must be implemented for

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classroom management with training provided for classroom teachers. Restorative practices should be implemented to create a more positive learning environment and culture.

Student Services should identify students with greatest needs from the onset of the year to ensure tiered supports begin from the start of the school year to include social-emotional learning.

Other information:

The principal was appointed to Thonotosassa Elementary in April of 2019. There has been an effort to open the lines of communication to the parents and get the parents involved in the school through community flyers, website, text messaging, and parentlink. We have seen an increase in the parent involvement based on observations and comments from the teachers.

Thonotosassa is implementing EL curriculum for literacy which was 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.

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.

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

For the past three years, Thonotosassa has been a “D” school. Each year, a culture survey is administered to students, faculty and support staff. Last year, the school experienced vacancies due to turnover of staff and culture issues. The faculty climate survey revealed only 24% of teachers felt there was an atmosphere of trust and mutual respect in the school. Disciplinary incidences increased by 59% over two years. In April 2019, the district made the decision to appoint a new principal. This principal has a proven record of turning around struggling schools. At his previous school, he raised the school grade from a “D” to a “B” in one year, and maintained a “B” grade the next year. The principal was able to take the remaining two months of the school year to evaluate the school needs and develop a plan for moving forward. Principal Montoto assessed the leadership team and looked at instructional data, ultimately deciding to add two additional instructional coaches to support literacy efforts.

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

Standards-based planning and small group instruction has been implement in classrooms. Each week, teachers work with teacher leaders to plan lessons aligned to the standards. Students at the primary level are utilizing Blast-Off Reading Program to support foundational skill-building.

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

There are no strategies that have been identified at this time as the new principal has just begun.

Select One Turnaround Option

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

- 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

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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.

The turnaround option is a request for extension due to the principal's previous success at prior school and ability to turnaround schools. He communicates regularly with the team informing them of the high-stakes of needing to turnaround Thonotosassa. The district feels that with the prior success of the principal in turning around his previous school, that he will have success with Thonotosassa. Thonotosassa is only 27 points from a "C" and with the positive feedback and results with the new implementation of curriculum, behavior management plan, and student and teacher excitement in learning; they will be able to reach and surpass the 27 points needed to become a "C".

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 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.

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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)

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

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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

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.

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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.

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Evidence that the five conditions were met:

This request will be submitted by November 1, 2019.
 The school has a positive trajectory for learning gains and school grade.
 There are no Unsatisfactory rated instructional personnel at the school site.
 The district agrees with not staffing Unsatisfactory instructional personnel at the school site during the remainder of the implementation plan.
 The information provided on the services to the school are sustainable in future school years.

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

The school has developed clear structures for teacher planning and collaboration, new curriculum to enhance student learning and understanding, data analysis on continuous basis, and creating a positive climate and culture for the school. The principal and administrative team will be in the classrooms throughout the whole year to ensure instruction is on point and monitor the instructional look-fors.

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

The principal will continue to meet with his school leadership team, as well as the district team to evaluate assessment data and make necessary changes or modifications based on the data analysis. There were many changes and strategies that were implemented at the beginning of this school year, so as the year goes on, they will continue to make the necessary modifications to these strategies and procedures to ensure student academic success, and teacher effectiveness.

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)
