



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
Oak Park 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 _____

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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
Oak Park Elementary/ 293201

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: Ryan Moody (Principal), Carla Nolan (Assistant Principal), Ashley Cochol (Assistant Principal), Libby Cope (Media Specialist), Caspers Corporation (Business Partner), Phalen (External Operator), Darvi pace (Parent), Shawn Smith (Parent), Matesha Pringle (Parent)</p> <p>District Information: 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. 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</p>

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Dates of CAT meetings (held and upcoming meetings):

School Information:

They met regularly from April 2019 until August 2019. They now hold the meetings bi-weekly on Fridays with the content coaches to progress monitor, and meetings are held every Monday with the administrative team to debrief and assess implementation.

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?

They analyzed and reviewed the students' iReady data, formative assessments in ELA and Math, monthly assessments based on standards being taught each day (monthly critical attribute math assessments), and the EL (Expeditionary Learning) assessments. Additionally, teacher effectiveness ratings, staff turnover, attendance, behavior information, and climate surveys were reviewed.

Identified causes of low performance:

Oak Park has a transient population with a high number of homeless families. 37% of students started and finished the school year at Oak Park. The free and reduced lunch status is at 96%. There are any environmental factors in the area in which the students feed into the school including 2 domestic violence shelters, 3 extended stay motels, and includes Hillsborough County's largest drug rehabilitation facility (DACCO). The vacancies of the teachers last school year created discourse for the students and did not provide stability for their academic success. There were 14 vacancies and no returning administrators when Mr. Moody began as principal. The teachers' attendance during the school year was lacking with around 40% of staff accruing 7 or more absences during the year. Student attendance was also lacking with approximately 70% of students with less than 90% daily attendance. The teachers also demonstrated a lack in instructional knowledge of content resulting in faculty being rated poorly in the instruction domain. There was a lack of policies, procedures, and expectations in the school for students and teachers. There were no structures in place to manage and respond to behavior. The first impression by the principal, when he was moved to the school, was there was absolutely no systems in place to address the issues he discovered during the first year at the school.

Recommendations for school improvement:

After the first year, the principal formed committees for various needs in the school (i.e. reading, math, behavior, etc.). The committees then identified what were the problem issues in the school and collaboratively problem-solved what needed to be done to address those issues pertaining to our student body, and the environmental aspects that could not be changed. He implemented incentive programs for the students and the teachers to encourage attendance, positive behavior, and academic success. Setting his vision for Oak Park Elementary was key in establishing his expectations for students and staff. Monitoring pieces were also put into place in order to track and celebrate goal progress.

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One committee dissected all aspects of behavior in the school and created a working school-wide behavior management plan with clearly defined rules and expectations. The school administrators implemented student uniforms to set the tone for a positive culture. A more secure campus was established after a walkthrough with the school security team to establish a safe learning environment. Many changes to the common areas created more orderly and safe travel patterns for the students. The teachers and the administrative teams strictly reinforce the rules and expectations through “scholar dollars” and track behaviors through the Kickboard application and behavior tracker. A “Lion’s Den” was created to provide a mental health space for students to decompress before returning to class. Regular celebrations are held to encourage citizenship and pride including student “glow parties”.

Throughout the summer, the committees collaborated on how the core subjects would be taught and the resources which would be used. The EL curriculum was decided upon for ELA. The committee met all summer with coaches and grade level representatives to prepare for the upcoming school year. All grade levels plan weekly with their respective content coach to ensure understanding of the lesson content as well as how to unpack the standards. Before each module, a half day of planning geared toward backwards planning for EL is provided for instructional staff, which is based on the assessments and how they correlate to the standards.

The committee for math decided to enhance student engagement in learning the content, to switch to small group instruction. This decision provided more teacher guided instruction and direct feedback to the students to be able to accurately assess their understanding and remediate as needed. Grades 3-5 have weekly planning meetings with their coach for the development of instructional lessons for the classroom. Additionally, they have content training on a rotating basis on Thursdays. The K-2 teachers did plan with their coach, but there is a vacancy due to instructional changes.

The committee for science decided to create a science lab to further engage students in learning and provide the hands-on connection they need to understand the content. They meet with the coach regularly and the coach was an integral part in the development of the lab. The 5th grade classes use the lab every Friday. This has proven extremely successful resulting in doubling the science proficiency scores from 15 to 30. The lab has taken off and increased the engagement and hands-on learning for all students. The lab is available for use by all grade levels.

The school implemented incentives to celebrate the successes the students have in accomplishing academic achievement such as, mastering multiplication or division facts; and any behavior success the students have. The incentives in iReady for reading and math are charted regularly to monitor student achievement and celebrate goals met.

The teachers pull small groups to work with targeted students. The coaches and resource teachers have specified groups based on their needs. Additionally, teachers are tiered to provide them with specific supports and targeted accountability. The instructional coaches are supported and coached by former mentors, who are now the school’s assistant principals, to increase the coaches’ impact, provide accountability, and to receive regular feedback.

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Other information:

The 5th grade science scores doubled from last year to this year, from 15% to 30% proficiency. This year on the first 9-weeks district science assessment the students scored 5% points above the district average. There has been a noticeable increase in the students' participation and excitement with the implementation of the EL curriculum. The students are now able to make real-life connections to the content they are reading about in the classroom.

Book groups/talks are held by the media specialist and the Assistant Principal to engage the higher-level students who are usually not targeted as needing assistance. They read and debrief with students to keep them striving for higher reading scores.

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.

School Information:

The principal was appointed to Oak Park in July of 2018. In reviewing the data, he noted that the school dropped in all seven scoring categories for FSA. Every grade level proficiency dropped for the students from one grade level to the next. At Oak Park, while reviewing the attendance data he noticed 40% of the students enrolled started and finished the school year at Oak Park, and 37% of students started and finished the school year last year for 2018-2019. Due to his late appointment to Oak Park, he was not able to implement full changes to the school, but rather was able to observe what has currently going on in the school, build staff buy in, exit low performing teachers, work on community relationships, and prioritize actions for full implementation for the next school year. Making changes was hard during the first year due to the late start and getting full buy-in from the teachers in making the changes needed to be successful. When looking at the data and reason for the change in leadership, the school grade dropped from the 2016-2017 to 2017-2018 school year 80 points. This was concerning considering in 2016-2017 the school was 8 points from a "C".

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A School Readiness Assessment (SRA) was conducted by the Area Leadership Team (ALT) and district staff representatives. This all day process includes prior data review, leadership interviews, teacher leader interviews, a student focus group, student services interviews, teacher and coach interviews, and two sessions of classroom walkthroughs. The data is then compiled to create an action plan for the school for change including specific recommendations for improvement. The final plan is later reviewed with the principal to put the plan into action and compared to the focus identified on the original 90 day plan that was set for the semester.

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

The principal has implemented thought partners for the teachers to plan and debrief. Teachers are held accountable for instruction and planning, in which the administrative team is actively part of. They developed Fishbowls for their math teachers. This is a partnership with the district math resource teacher, in which they plan, debrief, and work collaboratively to develop successful lesson instruction for the students. These meetings are held monthly. This collaboration has created a greater community amongst the teachers and a positive culture and environment.

The committees that were developed over the summer helped provide buy-in with the teachers to further enhance implementation of rules, procedures and expectations. The professional development was developed and presented by teachers during the beginning of the school year. This helped create a positive climate and culture for the school.

Rebranding the school to develop a more positive and new outlook on the great things to come with all of the new implementations for the upcoming school year is one strategy. This new image has presented a greater energy in the school, which brings forth the amazing highlights on the students on social media and the upbeat attitude of the teachers on campus.

A drumline for the students was established to build pride and confidence. Other clubs were also created for students including the J.E.M.S. club, which is a mentoring program for female students. A Gentlemen of Oak Park club, which is the mentoring program for male students, is another way in which the school provides opportunities for students to grow and develop.

Attendance incentives were developed for the teachers and students. Since the implementation of the incentives, an increase in the attendance of both teachers and students is evident. There was a 3% increase in student attendance the first quarter over last year and in the second quarter there is already a 9% increase over the prior year.

Assistant Principal duties were split between the two Assistant Principals to enhance the communication between teachers so they have a direct contact for their content, to keep messaging consistent. Additionally, each Assistant Principal is responsible for specific content areas based on their expertise to provide resources for teachers using a strengths-based approach.

School-wide recess was established first thing in the morning to cut down on the loss of instructional time due to student tardies, and it has been successful with positive feedback from the teachers.

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Grades 3-5 are on one-to-one devices this year to engage students in learning and show them how they can play a part in their academic success. The teachers use NearPod for lesson instruction in the classrooms.

We do Drop Everything and Read across the campus. Even the administrative team reads (everyone). The students are allowed to read whatever book they want. They make sure that the students are reading tangible books, not e-books. The reading minutes have increased and the AR book use has increased over the prior year. The percentage of lessons passed for AR has also increased. Our vending machine gives books to the students, not candy, as incentives. This has generated an excitement in the students by creating a culture for reading.

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

Nothing at this time since implementing new ways of work over the summer for this school year. Since the implementation of the new procedures and strategies, possible tweaks might come at a later time. We do not have enough data at this time to make changes, but each quarter there will be a review of data with the Area Leadership Team to reflect on progress and make changes as needed. The ALT meets with the principal and leaders every week to support the progress of the 90 day plan and monitor implementation strategies. ALT members are also attending instructional planning sessions with teachers to look for evidence of instructional strategies and then conduct classroom walkthroughs to monitor implementation practices. The ALT also works collaboratively with the state and external operator staff members to ensure alignment.

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

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.

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We are requesting an extension to work for a third year with an external operator. We will be changing to MGT. Oak Park is making tremendous improvement in student academic outcomes and overall culture and will be successful if provided more time. This is the new principal's second year and the community does not want to turn the school over to a charter organization. They believe in the work being done now and know it will have a positive impact.

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.
- 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:

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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

- 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

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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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The district is requesting a 3rd year with an external operator for Oak Park. We will change the EO from Phelan to MGT.

Evidence that the five conditions were met:

- Oak Park 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, Oak Park is outperforming the district in Science with over 50% of students proficient; Reading proficiency has increased by 10%; Math proficiency has increased by 12%.

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

- Through daily high quality core instruction in every classroom and the use of a rigorous literacy curriculum that includes complex and culturally relevant texts and the building of student knowledge. We have increased the literacy block to 120 minutes.
- Through weekly teacher planning that is intentional and standards based and allows teachers to share strategies that will lead to success for every student.
- Weekly data chats focused on interim assessment data that leads to immediate instructional shifts (DDI)
- Intensive and regular tier 2 and 3 interventions in reading and math for students not yet proficient provided by on-site tutors.
- Weekly coaching supports from academic coaches for all teachers teaching ELA and Math.
- On-site coaching for principal, APs, and teacher leaders from the Achievement School Area Leadership Team (ALT)
- Continued incentives for students for improvement in both academics and behavior.

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

If the extension is granted for a 3rd year of EO, we will begin working with MGT. We will ensure that we are fully staffed with high quality teachers. We will move into a second year of a new ELA curriculum and will continue receiving supports from ANET. We will strengthen all components listed above and will focus on high quality execution through 90 day plans.

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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)
