



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
Just Elementary Riverwalk STEM Academy**

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
Just Elementary Riverwalk STEM Academy / 290282

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.

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Names and affiliation of CAT members:

Just Elementary currently has nine members on the Community Assessment Team (CAT), as seen in table 1, Community Assessment Team Roster below. The table and membership below are subject to change as the school has had a large turnaround for the 2022-2023 SY, and the new administration is currently recruiting parent memberships. All meetings will convene upon quorum with the support of our assigned RED. (admin new to Just and working on the relationship to recruit parent).

Name	Current Role	Position On Team (If applicable)
Daphne Fourqurean	Principal	Chair
Rotunda Wilcox	Assistant Principal	Member
Eddie Underwood	Community Partnership: Frameworks of Tampa Bay, Inc.	Member
Becky Burge	Community Partnership: Idlewild Baptist	Member
Mr. & Mrs. Tillman	Parents	Member
Kassandra Tantum	Reading Coach	Member
Amanda Crane	Science Coach	Member
Lucinda Thompson	BSI	Member

Table 1: Community Assessment Team Roster

Dates of CAT meetings (held and upcoming meetings):

Just Elementary currently has eleven meetings set for CAT to examine achievement progress and determine the next steps needed for student & school improvement (see table 2 Scheduled CAT Meetings below). Meetings will differentiate between a micro-focus on core curriculum alignment, rigor, early warning indicator signs (EWIS), and teacher performance. Progress monitoring with data-driven intent will drive productive conversation to modify, disband, or continue strategies and actions as listed in the additional categories below.

Month & Date	Day of the week	Time	Location
July 25, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Aug 8, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Sept 12, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Oct 10, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Nov. 07, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Dec. 12, 2022	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Jan. 20, 2023	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
Feb 13, 2023	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
March 06, 2023	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
April 3, 2023	Monday	8 am	1315 W Spruce St, Tampa, FL 33607
May 15, 2023	Monday	8 am	1315 W Spruce St, Tampa, FL 33607

Table 2: Scheduled CAT Meetings

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What school data was analyzed?

Just Elementary’s CAT team and additional stakeholders aim to improve instructional practices as noted in the following four areas: English Language Arts, Mathematics, Science, and Attendance. The team investigated subject areas needing refinement to improve student learning and school outcomes (see the attached table 3 data analysis overview). In addition, subgroup data was analyzed to serve students equitably throughout the 2022-2023 SY.

- Based on the Florida State Assessment (SY 22), English Language Arts percentages showed that 11% of students scored level 3 or higher, with 21% making learning gains and 23% in the bottom quartile showing gains. Progress monitoring data (iReady, and district assessments) were also analyzed to triangulate historical data and trends that impacted student-focused instruction. The team projected outcomes for the 22-23 SY should increase 25%, pending filling current core instructional vacancies in ELA.
- Based on the Florida State Assessment (SY 22), Math percentages showed 22% of the students scoring a level 3 or higher, and 40% making the total gains with 31% from the bottom quartile. The team’s predictions for the 22-23 SY should show an increase of 25%, pending current core instructional vacancies in Math being filled.
- Based on Science benchmark assessments, 19% of students scored level 3 or higher. The team projects outcomes for the 22-23 SY to be increased to 41%.
- Based on Attendance data from Tier 3 students, the CAT meeting(s) analyzed total population and number of unexcused absences impacting learning. At the time of analyzation, 90+% of students’ absences were unexcused; well beyond the district average.
- Additionally, the team analyzed subgroup data for each core FSA data point. The team identified consistency needed with Students with Disabilities (SWD) to maintain equitable education for all.

Subject / Content	Grade(s)	2022 Actual Outcomes	2023 Projected Outcomes
ELA Achievement	3-5	11%	35%
Math Achievement	3-5	22%	35%
Science	3-5	19%	41%
ELA Learning Gains	3-5	21%	
Math Learning Gains	3-5	40%	
ELA Lowest 25%	3-5	23%	
Math Lowest 25%	3-5	31%	

Identified causes of low performance:

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, newly assigned principal, Daphne Fourqurean, a leader with a proven track record of success had minimal returning teachers to transform the educational institution. 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. The bottom quartile in ELA and Math for the 21-22 SY did not increase or

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move with cause indicators surrounding 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 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. Administration will monitor students' reading levels and science curriculum alignment to differentiate instruction in the classrooms, labs, and work samples to meet benchmark expectations.

Recommendations for school improvement:

School Demographics: Just Elementary School is comprised of 283 students and 13 core instructional staff. It is a small school situated in the heart of the Tampa Bay area. Ethnicity: 80% black, 2% white, 13% Hispanic, 5% ELL, 17% ESE and 2% gifted. 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.

The CAT 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. District-Managed Turnaround Plan—Step 1 (TOP-1) Hillsborough County Public Schools– Page 6
- 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.
- 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.

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- Community partnerships will assist with incentivizing core curriculum growth and gains content outcomes to increase and sustain student achievement.
- Boy and Girls Club will now provide free on-site services for after-school care starting August of 2022.
- Frameworks of Tampa Bay 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.

The CAT 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.

Other information:

Data reflects the enrollment for the spring of 2022 school year (SY). Strategies and monitoring progression will reflect the needs of the current study body for the 2022-2023 SY.

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.

School leadership and Transformation Network Region team conducted a needs assessment using data from the last three years to include PM data from this year as a progress monitoring data point. Student performance continues to show a decline in student proficiency in all subjects due to the lack of instructional staff and needs of the students. The school is in declining enrollment and is significantly below student capacity (47%) due to the on-going gentrification in the area. While attempts have been made to support core instruction and support provided by the district, the students are not showing significant improvements based on this year’s progress monitoring assessments. Unlike state assessments, district assessments are trending upward to more than 30% of students progressing on subject area benchmark assessments in ELA, Math and Science.

2022 Profile Sheet Region E1
JUST ELEMENTARY SCHOOL School Board District 5

Accountability									
2018 School Grade C	2019 School Grade C			2021 School Grade			2022 School Grade F		
Year	ELA 3+	Math 3+	Sci 3+	ELA Gains	ELA BQ	Math Gains	Math BQ	Total Points	% Points
2022	11	22	19	21	23	40	31	167	24
2021	16	13	9	31		17		86	17
2019	28	34	31	45	32	52	76	298	43
2018	19	36	30	32	40	71	56	284	41

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

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

Just Elementary School <small>SITE NAME</small>						Dr. Rick Grayes <small>REGIONAL SUPERINTENDENT</small>			
ELA			MATH			GR5 SCI			
PM1	127	6	5%	126	0	0%	35	12	34%
	<small>N Tested</small>	<small>Level 3+</small>	<small>% Level 3+</small>		<small>N Tested</small>	<small>Level 3+</small>		<small>% Level 3+</small>	<small>N Tested</small>
PM2	118	9	8%	119	4	3%	35	5	14%
	<small>N Tested</small>	<small>Level 3+</small>	<small>% Level 3+</small>		<small>N Tested</small>	<small>Level 3+</small>		<small>% Level 3+</small>	<small>N Tested</small>

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Select One Turnaround Option

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

- Closure (RC):** Close the school and 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.

In the summer of 2022, Hillsborough County Public Schools contracted with WXY Studios to study the district's school enrollment patterns and school utilization. At the conclusion of their study, the consultants provided three scenarios looking at current school boundaries, feeder patterns, and school program locations in order to balance enrollment throughout the county and best plan for future school needs.

The district hosted several virtual and in person community meetings to gather feedback and input from parents, staff, and the community. In addition, small group meetings were held with community leaders and organizations to share the data and the potential impact. At the community meetings, all stakeholders were afforded time to speak on the recommendations to make their concerns, support, and/or suggestions known. We received more than 330,000 views on the dedicated boundary webpage, 15,000+ comments on the proposed scenario maps, more than 124,000 home address searches, and more than 1,250 participants at the 15 community meetings.

School Board Members held workshops and meetings, open to public comment, throughout the course of the boundary analysis. Following all the public input meetings the Hillsborough County School Board voted to accept the superintendent's plan that included the closure of Adams Middle School.

Rationale: Just Elementary Riverwalk STEM Academy's five-year projection is estimated at 46% capacity. This is mainly due to the fluctuation of student enrollment due to housing development, immigration patterns, charter school growth, and Florida school choice policies. The closure plan includes new school assignments for Just Elementary Riverwalk STEM Academy students. The rezoning allows for other underutilized schools to receive students from Just Elementary Riverwalk STEM Academy resulting in increased enrollments and bringing these schools to a well-utilized school

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status. Just Elementary Riverwalk STEM Academy is scheduled to be fully repurposed and reassigned as district office space.

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.

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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

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.

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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 rule 6A.1.099811(16)(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:

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

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

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
Shaylia McRae, Chief, Transformation Network
Contact information: email, phone number
Shaylia.mcrae@hcps.net , 813-272-4876
Date submitted to the Bureau of School Improvement
May, 1, 2023
Superintendent Signature (or authorized representative)
<i>Shaylia McRae</i>