



# Manatee Elementary School

FLORIDA DEPARTMENT OF EDUCATION

# 2016 Turnaround Recommendations



Turnaround Option Plan (TOP) – Phases 1 and 2  
Planning in 2015-16 for Implementation in 2016-17



*This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)*

**2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2**

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**Phase 1**

**Part I: Schools to Be Supported**

*Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.*

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Manatee Elementary MSID: 0763

**Part II: Stakeholder Engagement**

**A. Community Assessment Team**

*Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

**Item 2:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

The Community Assessment Team (CAT), comprised of teachers, administration, and community stakeholders, met to review the data from the Spring of 2016. The CAT reviewed the Focus and Priority schools' 2015-2016 data looking for gains in Level 3-5 students. The CAT also reviewed STAR data collected during the 2015-2016 school year. The CAT will convene again when school grades are released to make more specific recommendations on work for the 2016-2017 school year. The CAT members made preliminary recommendations for Manatee Elementary for the 2016-2017 school year.

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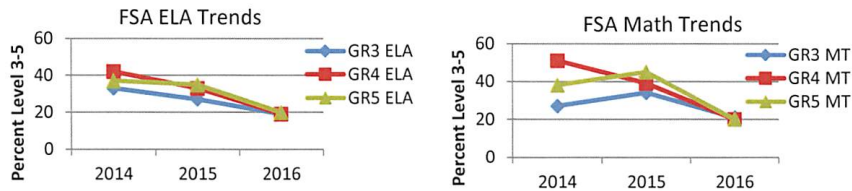
**B. Turnaround Option Selection Process**

**Item 3:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

As a means to engage the community, the District hosts Committee meetings throughout the school year in order to gain an understanding of the needs of the schools. The school administrators share the successes they have achieved and the obstacles that made those achievements a challenge. The District Advisory Committee meeting is a monthly meeting in which School Advisory (SAC) committee members share activities that are occurring at each school across the district and bring forth any concerns or challenges. Presentations around new initiatives are shared with the stakeholders. The May 18, 2016 meeting was to gain an understanding of the obstacles that a DA school encounters and the achievements made by the staff and students.

The Community Assessment Team (CAT), comprised of teachers, administration, and community stakeholders, met June 13, 2016 to review the data from the Spring of 2016. The CAT reviewed the Focus and Priority schools' 2015-2016 data looking for gains in Level 3-5 students. The CAT also reviewed STAR data collected during the 2015-2016 school year. The CAT will convene again when school grades are released to make more specific recommendations on work for the 2016-2017 school year.

Educational Forums were held on January 21<sup>st</sup> and April 27<sup>th</sup> of 2016. January's Educational Forum focused on the DA schools and the resources the District allocated, both in staff and funds, to add additional support. The April Educational Forum was around DA schools, but also included other initiatives that were of interest to parents. The next Education Forum is scheduled for September 20, 2016.



**Part III: Turnaround Option Selection**

*Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.*

**A. Needs Assessment**



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The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

The District conducted a needs assessment using a variety of quantitative and qualitative data.

#### Effective Leadership

#### Leadership Team Changes:

Recruited a Highly Effective Principal with documented success in both Title I and Exceptional Student Education environment.

- Led the turnaround of Royal Palm Center 2014- 2016.
- Instrumental in reducing by double digit percentage the number of out-of-school suspensions
- Developed and implemented differentiated learning centers which led to a 35% increase in ELA achievement
- Developed and implemented action based learning which led to a 25% reduction in discipline referrals
- Action based learning was observed by central office personnel as well as Board members and was highlighted by local media outlets
- Created and streamlined the process to establish placement as well as exit criteria from Royal Palm
- Key member of the School District of Lee County Teacher Evaluation Committee
- Chair of the Mentor Teacher Sub-Committee
- Member of the Teacher Career Ladder Committee
- Member of the Teacher Value Added Model (VAM) Committee
- Member of the District Innovation Committee
- Member of District Strategic Planning Committee
- Certified Kagan Coach

A highly effective, experienced Assistant Principal with a strong background in elementary curriculum and instruction will be assigned to the school.

- Florida Department of Education Formative Assessment Reviewer
- Reading Endorsement Competency Trainer
- Chair of the Reading Leadership Committee
- Certified Kagan Coach
- Florida Department of Education Online Instructional Materials Reviewer
- Member of the Standards Steering Committee
- Member of Cognitive Complexity Rating Committee
- Master Trainer for Next Generation Content Area Reading-Professional Development

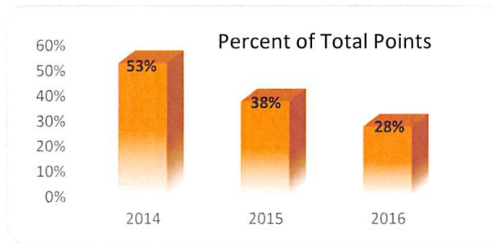
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Turnaround schools require leadership with a proven track record of success, including improved student achievement. A review of the student achievement data coupled with qualitative measures such as teacher turnover and school choice selectivity data suggested a need for leadership changes.

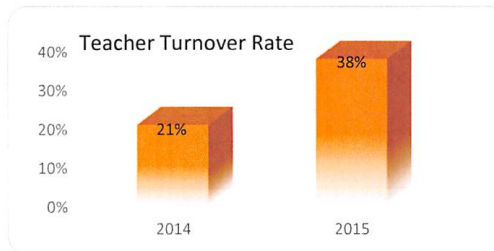
School Grade Trend

	2014	2015	2016
School Grade	F	D	F



Teacher Turnover

2013-14		2014-15	
Number of Teachers	Turnover Rate	Number of Teachers	Turnover Rate
55	21%	60	38%



Student Assignment/School Choice Trend

	2014-15	2015-16	2016-17
Rank of First Choices (Out of 17 Schools)	14th	15th	16 <sup>th</sup>

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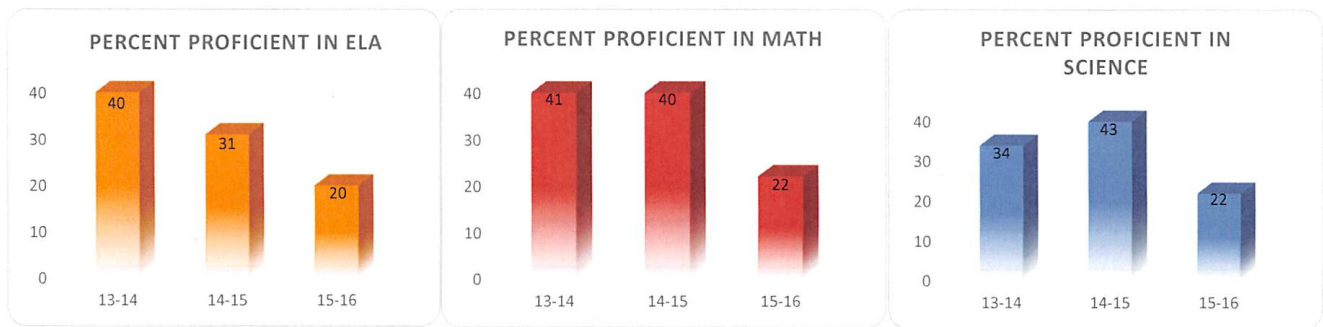
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Public and Collaborative Teaching

Due to teacher vacancies, instructional coaches were required to become classroom teachers for a portion of the school year, limiting their ability to model effective instructional strategies for staff.

Ambitious Instruction and Learning

A review of standardized testing data revealed a negative trend in proficiency as the data below suggests.

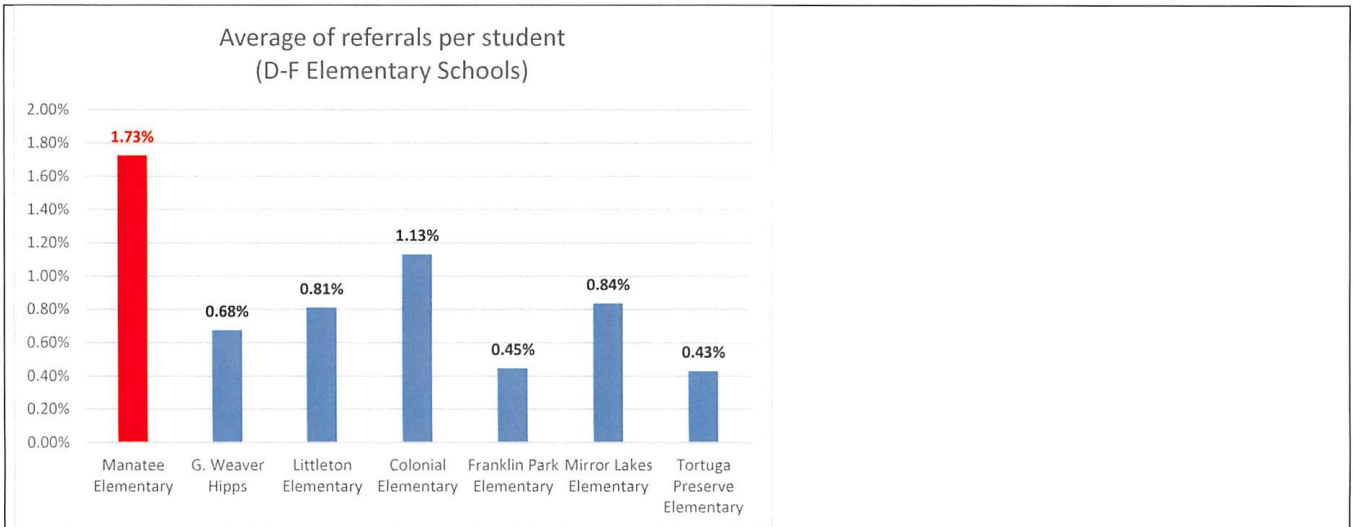


Safe and Supportive Environment

A review of student discipline data shows that Manatee Elementary had high discipline referral rates for 2015-2016. The school lacked systems to address students with behavior issues other than disciplinary consequences. In addition, there was a lack of a robust MTSS process in place.

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**Family and Community Engagement**

Manatee Elementary will hold monthly SAC meetings throughout the year beginning in August. These meetings will be offered in order to accommodate higher levels of parent participation by being made adjacent to the Food Pantry on Friday evenings at 4:00 pm. Morning meetings in the form of English Classes are offered twice per week, Wednesdays and Fridays at 9:00am. Meetings will be advertised at parent pickup, in the school newsletter and through the use of Parent Link. In addition, the parent involvement specialist will be available throughout the year to help address and assist parents with any issues that may arise.

Additionally, Manatee Elementary has hired an additional school counselor for parent and community engagement. Manatee will be partnering with area businesses and civic organizations to promote a school/community partnership.

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**B. Turnaround Option Selection**

**Item 5:** The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

**Option 1: District-Managed Turnaround**

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

**Option 2: Closure**

The district will reassign students to another school or schools and monitor progress of each reassigned student.

**Option 3: Charter**

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

**Option 4: External Operator**

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

**Option 5: Hybrid**

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

**Item 6:** Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Manatee Elementary and the Turnaround Team of the School District of Lee County will work closely together to turnaround the student achievement of Manatee Elementary. Data will be carefully monitored and classroom walk-throughs will identify any areas of need. Manatee is a Tier 3 school identifying it as a critical high need school. Extensive District support will be provided in the areas of Personnel, Leadership Development, Core Content, Curriculum and Family/Community Engagement.



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### Phase 2

*Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

#### Option 1: District-Managed Turnaround (DMT)

##### Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

##### **DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2**

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

The School District of Lee County has identified a District Turnaround Team for the 2016-2017 school year to provide intense support to DA Priority Schools (Tier 3) along with Focus and Monitoring Schools (Tier 2). The Turnaround Team consists of the Assistant Superintendent for Teaching and Learning, Principal on Assignment for DA schools, Directors for Elementary and Secondary Curriculum and Staff Development and Director of Intervention Services. Additional members of the Team will include Assistant Superintendent for Business, Executive Director of Human Resources and Assistant Superintendent of Operations. The Turnaround Team will be led by the Superintendent

##### **DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c**

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The District Turnaround Team has developed many procedures and policies for the 2016-2017 school year that will serve as a safety net to ensure that each school is progressing and individual student achievement is occurring. Numerous modifications are identified in the DIAP Section 1.A.2.c. that will guide and support schools. These practices will be monitored through classroom walkthroughs and progress monitoring data.

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#### **DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1**

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

The School District of Lee County has implemented for the 2016-2017 school year that the principal for each Turnaround school will report to the Assistant Superintendent for Teaching and Learning. The Principal on Assignment for Turnaround Schools will also be directly involved with the turnaround schools to provide support.

#### **DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d**

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

The School District of Lee County will continue to give schools operational flexibility in the areas of staffing, scheduling and budgeting. The District for the 2016-2017 will provide additional supports to the Tier 2 and Tier 3 schools. The District Turnaround Team will provide support with scheduling review to ensure student achievement. More specific information is provided in the DIAP Section I.A.2.d.

#### **DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b**

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

The School District of Lee County will use walk-through data, student achievement and growth data, targeted observations, the APPLes beginning teacher program and the teacher evaluation system to determine the impact of instructional staff. This data is used to mentor, coach, model, retain and/or replace staff. The Superintendent supports that if changes are necessary during the school year to ensure student achievement they will occur and an Effective or Highly Effective teacher will be placed in the classroom. This is a new model to support school success beginning 2016-2017.

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#### **DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b**

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

The School District of Lee County began during 2016-2017 staffing DA Turnaround Schools with only Effective and Highly Effective Teachers. This model will ensure that our most at-risk students are provided instruction by High Impact teachers. Walk-through data, student achievement and growth data, targeted observations, the APPLes beginning teacher program and the teacher evaluation system will be used to determine the impact of instructional staff. If changes are necessary the Superintendent will support the moving of the staff. This new initiative is illustrated on the tiers of support-Personnel for Tier 3 schools.

#### **Implementation Plan**

**DMT Item 7:** Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

**Area of Focus 1**

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

**Area of Focus 2**

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

**Area of Focus 3**

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

**Area of Focus 4**

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

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**Area of Focus 5**

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

**DMT Item 8:** In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Manatee Elementary has set a goal for the 2016-2017 school year to increase student achievement in reading and math by ensuring all curriculum decisions are targeting the academic needs of each student. The school administration and staff along with the District Turnaround Team identified barriers to student achievement. The barriers included lack of parental involvement, unfilled teaching positions, high percentage of new teachers (years 1-3) and inconsistent interventions. The barriers were identified as to which could be addressed with strategies to eliminate for success. Unfilled teaching positions was selected as having the strategy of attracting Effective and Highly Effective teachers to the school. The resource to eliminate this barrier was to provide hard to staff supplements to teachers who were evaluated as being Effective and Highly Effective. The barrier of inconsistent interventions was addressed by schools utilizing consistent interventions for academics and professional development being provided for teachers. Additionally having Effective and Highly Effective staff will support the use of interventions. The District will also provide Professional Development Leadership Specialist to teach 20% to ensure differentiated instruction is provided to students. The PDLS will provide job embedded professional development to staff at Manatee Elementary.

## Phase 2

### Option 2: Closure

#### Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.