

## 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.

0831 – G D Rogers Garden Elementary

0591 – Sara Scott Harllee Middle School

### 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.

#### 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.

### **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**

*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.

*In the fall of 2015, the district conducted a risk factor analysis to review each school's trend data. Factors reviewed included Title I status, number of years the principal has been at the school, results from the 2014-15 principal survey, student attendance, discipline data, comparison of 3<sup>rd</sup> grade reading proficiency for 2014-15 and 2013-14, comparison of reading, mathematics, and science proficiency for 2014-15 and 2013-14, and school grades. Schools were ranked from highest need to least need based on analysis of these data points. The district is in the process of conducting a risk factor analysis based on this year's data. Additionally, throughout the year, the district collects district quarterly assessment data and modifies district support based on analysis of data.*

*Based on this analysis, the district developed and implemented a three tiered system of support for all schools based on individual school needs. This support is provided primarily through assignment of Instructional Specialists and School Improvement Specialists; however, additional support from Curriculum and Title I Specialists is also available upon request. The goal of the specialists is to build capacity within the school for ongoing progress monitoring and to develop strategic systems to maintain and improve student achievement once a school is no longer designated a Focus or Priority school. Schools that exit from a designation of Focus or Priority are provided additional instructional specialist support for the following year. Instructional Specialists work directly with school-based administrators to support the ILTs and data teams. School Improvement Specialists work more closely with instructional and coaching staff to build capacity for analyzing data and making necessary instructional changes.*

*Tier 1 support is provided to all schools. Each school is required to submit a School Improvement Plan (SIP) using Floridacims online template. Plans are reviewed by the Executive Directors of Elementary and Secondary schools and monitored for implementation quarterly. Instructional Specialists meet with administrators to provide monthly support for reviewing data and determining any additional support. Each school is required to hold quarterly Instructional Leadership Team (ILT) meetings to review benchmark assessment data and early warning system data. Each administrator is required to provide documentation of a year-long professional development plan aligned with the SIP. Additional differentiated support is available upon request.*

*Tier 2 support is provided to all C and D schools. All schools in Tier 2 are required to complete SIP using Floridacims online template and 8-step problem solving process and to include strategies to support district expectations. Plans are reviewed by the Executive Directors of Elementary and Secondary schools and monitored for implementation monthly. Schools receive bi-monthly Instructional Specialist support and are required to hold monthly ILT meetings to review benchmark assessment data and early warning system data. Each administrator is required to provide documentation of a year-long professional development plan aligned with the SIP.*

*All D schools and schools designated as "monitoring" will receive quarterly instructional reviews facilitated by the Director of School Improvement in collaboration with the Executive Director. These schools are required to implement a district-developed instructional framework as well as a structured*

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

Manatee County

*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)*

**120 minute reading block and a 60-minute mathematics block that is monitored by district (see below). Additional differentiated support will be provided upon request.**

### **Tier 2 - Required Master Schedule Framework**

Time	Academic Area	Required Materials
120 min	English Language Arts	Utilizing the ELA Instructional Plan: Standards-Based Instruction following curriculum maps <i>Wonders</i>
20 min	Writing	Standards-Based Instruction following curriculum maps (K-3) <i>Top Score (4-5)</i>
60 min	Mathematics	Utilizing the Mathematics Instructional Plan: Standards-Based Instruction following curriculum maps <i>Go Math</i>
30 min	Science	Standards-Based Instruction following curriculum maps <i>National Geographic</i>
20 min	Social Studies	Standards-Based Instruction following curriculum maps <i>Social Studies Weekly</i>
40 min	Specials	
30 min	PE/Recess	
30 min	Intervention & Enrichment	<i>i-Ready</i> and/or Supplemental Resources <i>Wonders</i> Differentiated Instruction Lessons
30 min	Lunch	
<b>380 min - Total (State Requires 360 min)</b>		

### **Tier 2 – Required 120 Minute ELA Block Grades K-1**

<b>ELA 140 Minutes Instructional Plan (ELA and Writing Blocks) - Kindergarten and First Grade</b>		
<b>90 Minutes Must Be Uninterrupted</b>		
Range of Time	Instructional Component	Instructional Routines
20 min (Whole Group)	Foundational Skills/Word Study Grade Level Instruction (Print Concepts, Phonological Awareness, Phonics, Fluency)	Picture/Word Sorts, Blending and Building Words, Oral Manipulation of Sounds in Words (Phonemic Awareness), High Frequency Words, Spelling, Handwriting
20 min (Whole Group)	Comprehension/Vocabulary Grade Level Instruction	Interactive Read Aloud, Shared Reading, Close Reading, Explicit Vocabulary Instruction
60 min (Small Groups)	Differentiated Instruction/Literacy Centers	Guided Instruction in Phonological Awareness, Phonics, High Frequency Words, Fluency, Vocabulary, Comprehension (Based on Student Data)
40 min (Whole Group/Small Groups)	Explicit Writing Instruction Including Grammar Mini-Lesson	Shared Writing, Interactive Writing, Independent Writing w/Conferring, Handwriting
***30 min in addition to the 120 minutes of ELA instruction for enrichment and intervention (Tier 1 Schools)/ intervention in foundational skills (Tier 2 and 3 Schools)		

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

*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)*

- *i-Ready is an option during this time*

**Tier 2 – Required 120 Minute ELA Block Grade 2**

<b>ELA 140 Minutes Instructional Plan (ELA and Writing Blocks) Second Grade</b>		
<b>90 Minutes Must Be Uninterrupted</b>		
<b>Range of Time</b>	<b>Instructional Component</b>	<b>Instructional Routines</b>
15 min (Whole Group)	Foundational Skills/Word Study Grade Level Instruction (Print Concepts, Phonological Awareness, Phonics, Fluency)	Word Sorts, Blending and Building Words, Structural Analysis, High Frequency Words, Spelling
25 min (Whole Group)	Comprehension/Vocabulary Grade Level Instruction	Interactive Read Aloud, Shared Reading, Close Reading, Explicit Vocabulary Instruction
60 min (Small Groups)	Differentiated Instruction/Literacy Centers	Guided Instruction in Phonics, High Frequency Words, Fluency, Vocabulary, Comprehension (Based on Student Data)
40 min (Whole Group/Small Groups)	Explicit Writing Instruction Including Grammar Mini-Lesson	Modeled, Guided, Independent Writing w/Conferring
***30 min in addition to the 120 minutes of ELA instruction for enrichment and remediation (Tier 1 Schools)/ remediation in foundational skills (Tier 2 and 3 Schools)		
<ul style="list-style-type: none"> <li>• <i>i-Ready is an option during this time</i></li> </ul>		

**Tier 2 - Required 120 Minute ELA Block Grades 3-5**

<b>ELA 140 Minutes Instructional Plan (ELA and Writing Blocks)- Third, Fourth, and Fifth Grades</b>		
<b>90 Minutes Must Be Uninterrupted</b>		
<b>Range of Time</b>	<b>Instructional Component</b>	<b>Instructional Routines</b>
15 min (Whole Group)	Foundational Skills/Word Study Grade Level Instruction (Print Concepts, Phonological Awareness, Phonics, Fluency)	Word Sorts, Blending and Building Words, Structural Analysis, Spelling
25 min (Whole Group)	Comprehension/Vocabulary Grade Level Instruction	Interactive Read Aloud, Shared Reading, Close Reading, Comprehension Instructional Sequence (CIS) Lessons, Explicit Vocabulary Instruction
60 min (Small Groups)	Differentiated Instruction/Independent Literacy Practice	Guided Instruction in Phonics, Fluency, Vocabulary, Comprehension (Based on Student Data)
40 min (Whole Group/Small Groups)	Explicit Writing Instruction Including Grammar Mini-Lesson	Modeled, Guided, Independent Writing w/Conferring
***30 min in addition to the 120 minutes of ELA instruction for enrichment and remediation (Tier 1 Schools)/ remediation (Tier 2 and 3 Schools)		
<ul style="list-style-type: none"> <li>• <i>i-Ready is an option during this time</i></li> </ul>		

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

*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)*

**Tier 2 – Required 60 Minute Mathematics Block**

<b>Problem Solving Focus (Concrete/Representational/Abstract) 60 Minutes</b>	
<b>TIME</b>	<b>ACTIVITY</b>
10 min.	<b>Number Talk</b> (fluency practice, concept development, done every day)
15 min.	<b>Productive Struggle</b> (small group problem-solving with teacher scaffolding) <i>Teacher can work with small groups while other groups work independently</i>
10 min.	<b>Class Discussion</b> (Selected students share their answers and the class critiques. Solution is agreed upon by all).
15 min.	<b>Challenge Problem</b> (Multi-day, multi-concept problem solving in groups, pairs, or individually) <i>Teacher can work with small groups while other groups work independently</i>
10 min.	<b>Summary</b> (Teacher asks students to share learning, sets up next lesson with questions or vocabulary preview, etc.)

*Tier 3 support is provided to all schools designated as “F” schools and those schools implementing Turnaround Option Plans, are required to complete the SIP using Floridacims online template and 8-step problem solving process to include strategies to support district expectations. Plans are reviewed by the Executive Directors of Elementary and Secondary schools and monitored for implementation monthly. They receive weekly School Improvement Specialist support and are required to hold monthly ILT meetings to review benchmark assessment data and early warning system data. The Director of School Improvement in collaboration with the Executive Director will conduct monthly instructional reviews. Tier 3 school administrators will present a quarterly “State of the School” presentation to Senior Leadership and are required to provide documentation of a year-long professional development plan aligned with the SIP. Tier 3 schools are required to implement the district-developed instructional framework as well as a structured 120 minute reading block and a 60-minute mathematics block that is monitored by district (see above). Additional differentiated support will be provided upon request.*

*The School Improvement Team conducted instructional reviews on schools identified in 2014 and 2015 as Focus and Priority schools. These reviews included analysis of longitudinal and current data, observing classrooms, and meeting with administrators and site-based coaches. A summary of each review was provided to the principal and the Executive Director assigned to the school. Working with the school-based leadership teams, school improvement plans were developed, implemented, and monitored. District support was provided through curriculum, instructional, and school improvement specialists based on school improvement plans and ongoing collection of district data.*

*The district purchased a new system for collecting and analyzing early warning system data (BrightBytes). District and school administrators have been trained on how to access the data and use it to make informed decisions. This data is also used by district specialists to help schools identify specific student needs and develop action plans to address those needs. The district uses SchoolCity to collect FSA and district assessment data. Administrators and Specialists have been trained in how to collect, analyze, and publish reports using SchoolCity. Student data can be collected and disaggregated by*

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

Manatee County

*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)*

---

**district, school, teacher, and student. Data from both systems are reviewed during the required Instructional Leadership Team Meetings (Tier 1 – quarterly, Tier 2 & Tier 3 – monthly).**

*Twenty-four schools participated in the University of Chicago 5 Essentials Surveys. Based on results, it was determined that teachers would benefit from increased time to collaboratively plan for instruction. Additionally, results indicated that students and teachers believe the school is providing ambitious instruction; however, district quarterly assessments and state assessments data indicate a high percentage of students at our lowest performing schools are not meeting the minimum requirements. The district negotiated a Memorandum of Understanding for 2016-17 with the union to provide incentive funding of \$1500 per year for teachers at Title I schools to increase weekly collaborative planning as well as to attend two professional development opportunities focused on rigorous instruction monthly. The goal is to increase collaboration at the school site while increasing teacher understanding of grade level expectations and improve instruction.*

*The following provides details on how the district system of support addresses the five domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement*

**Effective Leadership:** *Principals are required to hold monthly Instructional Leadership Team (ILT) meetings to review current student data and early warning system data and develop plans for implementing necessary instructional changes. Instructional and school improvement specialists are assigned to support the principals in planning and facilitating the meetings. Additionally, Executive Directors and the Director of School Improvement attend the ILT meetings to gather information on how to continue to support the principal in implementation of the school improvement plan.*

*Principals were afforded the opportunity to participate in the Harvard leadership institutes, and the principal at Rogers-Bullock has been accepted in the program. The district has partnered with Max Thompson to provide leadership training through the district's Title I conference and the summer leadership training. Thompson's Learning Focused Schools model is a proven, research-based program focusing on improving student learning. Thompson's work with the district focuses on strategic lesson planning aligned with standards. Administrators and district specialists will receive additional training and support this summer to support schools in effective lesson planning and delivery. All principals serving the district's Tier 2 and Tier 3 schools will participate in a book study led by the Executive Director of Curriculum and Professional Learning.*

**Principals at all D and F schools are assigned a principal mentor from the Senior Leadership Team (Superintendent, Deputy Superintendent of Instructional Services, Executive Directors of Elementary and Secondary Schools, and Executive Director of Curriculum and Professional Learning) to support school improvement throughout the year and provide monthly mentoring for the principal.**

**Public and Collaborative Teaching:** *Teachers meet regularly in Teacher Collaborative Teams (TCT) to review content and grade specific data, examine student work, and develop instruction. Instructional, curriculum, school improvement, and Title I specialists provide support in planning and participate in the TCT meetings to build teacher capacity. Site-based instructional coaches also attend and provide support for teacher collaboration. Individual teacher support is determined based on plans developed during the TCT meetings as well as analysis of data. All teachers at Title I schools are required to participate in an additional hour of weekly collaborative planning facilitated by administrators, instructional coaches, and/or specialists to develop common planning aligned with state standards.*

**Ambitious Instruction and Learning:** *The district developed curriculum maps and pacing guides aligned with state standards. Professional development is provided throughout the year for both administrators and teachers to build capacity for implementing instruction aligned with the standards. Based on analysis of student outcomes on district assessments, specialists provide professional development and coaching support to implement necessary instructional changes at identified schools. Specialists are assigned to schools by the Executive Directors, Director of School Improvement, and Title I Director to ensure effective instruction aligned with standards. Additionally, for identified schools, instructional reviews are conducted by the School Improvement Team to monitor implementation of the curriculum.*

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

Manatee County

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)

**Safe and Supportive Environment:** During the ILT meetings, schools discuss the early warning system data focusing on discipline and attendance. Graduation Enhancement Technicians have been hired for all Title I schools to develop systems for improving student attendance and to provide individual support to students and families with attendance concerns. Referral and attendance data is analyzed to identify students and teachers in need of additional support and to establish positive behavior support systems to improve student behaviors.

**Family and Community Engagement:** Each year the district conducts parent surveys for the Title I schools. Schools are encouraged to provide information to parents through multiple media and to provide opportunities for parents to meet with teachers and administrators for parent nights. The district has provided support for schools to upgrade and modify their school websites as one measure of keeping parents informed. Professional development has been provided for principals on effective implementation of School Advisory Councils. The district holds regular parent meetings to discuss changes in district policies as well as providing support for individual schools to meet with concerned parents and keep them informed. The district Parent Task Force is comprised of parent and community representatives from K-12 schools. This team meets regularly to review concerns raised at school SAC meetings and serves as a liaison between schools and the superintendent. The team holds quarterly district SAC meetings to keep school-based SAC chairs informed of district initiatives and to gather input.

Manatee County regularly collects and analyzes data to determine next steps and modify the support system as needed.

### 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 – G. D. Rogers Garden Elementary School (0831)**

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 – Harllee Middle School (0591)**

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.

**Closure: G. D. Rogers Garden (0831)**

*G D Rogers Garden (0831) is in its third year of turnaround plan implementation. G D Rogers Garden was a choice school and did not have an attendance zone. All students attending G D Rogers Garden were students who chose to attend. G D Rogers Garden will be closed for 2016-17.*

*The district conducted a needs assessment to determine which schools needed refurbishing or closure. It was determined that Orange Ridge-Bullock (0271) needed extensive repairs that were not cost-effective, and thus, it would close.*

*The district has applied for a new number for G D Rogers-Bullock to open in the old G D Rogers Garden site. The district held community forums to engage the community in discussion of new attendance zones focused on closing Orange Ridge-Bullock and opening a new zoned school: G D Rogers-Bullock. Students were assigned to new attendance zones. Not all schools within the new attendance zones are C and above. Some are D schools. Recognizing that core instruction is not meeting the needs of many Manatee County Students, the district developed a strategic plan to ensure all students at low-performing schools (D and F) receive the required amount of instructional time for English language arts and mathematics by developing a required instructional model for the master schedule. Additionally, the district developed a strategic and structured English language arts and mathematics block with required materials and instructional practices to address concerns. All D and F schools are required to implement these new protocols and are monitored monthly for fidelity of implementation (see below).*

*Students who attended G D Rogers Garden Elementary in 2015-16 will be monitored quarterly using the SchoolCity platform to identify those students needing additional support. As indicated above, all Tier 2 and 3 Schools are required to implement a district-developed instructional framework as well as a structured 120 minute reading block and a 60-minute mathematics block that is monitored by district (see above). These protocols were adopted to address instructional concerns for all students and to establish a strategic system to monitor instruction.*

*G D Rogers-Bullock's principal will be assigned a principal mentor, Deputy Superintendent of Instructional Services, to support school improvement throughout the year and provide monthly mentoring for the principal.*

*G D Rogers-Bullock will be monitored monthly by the Director of School Improvement to ensure fidelity of implementation of the instructional framework and district curriculum. The Director of School Improvement will conduct monthly classroom observations and provide reports to the principal, executive director, and Deputy Superintendent of School Improvement. Modifications for support will be discussed and necessary changes made as a result.*

*A breakdown of the number of students rezoned to district schools along with their current school grade, principal, years at the school, and assigned senior leadership mentor is included below. Any student attending G D Rogers Garden in 2015-16 who now lives in the G D Rogers-Bullock attendance zone will be allowed to participate in an Opportunity Scholarship to attend a different school with a letter grade of C or above for 2016-17.*



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

*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)*

**Orange Ridge-Bullock rezoning for 2016-17**

Orange Ridge Bullock Students 2016-17 Assignments							
	School Name	# Students	2015 School Grade	2016-17 Principal	New to School? Y/N	Senior Leadership Mentor	Position
0291	Palma Sola Elementary	2	A	Jennifer Grimes	N		
0571	Frances Wakeland Elementary	1	B	Mario Mendoza	N		
0781	Freedom Elementary	1	B	Guy Grimes	Y		
0681	Tara Elementary	4	B	Laura Campbell	Y		
0051	Ballard Elementary	9	C	Mike Masiello	Y		
0221	Jessie P Miller Elementary	5	C		N		
0741	Kinnan Elementary	1	C				
0641	William H Bashaw Elementary	3	C	Joshua Bennett	N		
0061	Bayshore Elementary	7	D	Jackie Featherstone	N	Mike Rio	Executive Director
0411	Blanche H Daughtrey Elementary	4	D	Ruby Zickafoose	Y	Dr. Greene	Superintendent
0601	H S Moody Elementary	5	D	Todd Richardson	N	Ryan Saxe	Executive Director
0151	Manatee Elementary	2	D	Deb Houston	N	Mike Rio	Executive Director
0261	Oneco Elementary	76	D	Tina Stancil	N	Cyndi Saunders	Deputy Superintendent
0381	Robert H Prine Elementary	20	D	Lynn Menard	Y	Mike Rio	Executive Director
0421	Samoset Elementary	87	D	Maribeth Mason	Y	Cyndi Saunders	Deputy Superintendent
0521	James Tillman Elementary	2	F	Marla Massey-Blackburn	Y	Mike Rio	Executive Director
0281	Palm View Elementary	1	F	Angela Essig	N	Ryan Saxe	Executive Director
NEW	G D Rogers Garden-Bullock	370	N/A	Pat Stream	Y	Dr. Greene	Superintendent

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

*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)*

**G D Roger Garden rezoning for 2016-17**

G D Rogers Garden Students 2016-17 Assignments							
	School Name	# Students	2015 School Grade	2016-17 Principal	New to School? Y/N	Senior Leadership Mentor	Position
0811	Annie Lucy Williams Elementary	1	A	Connie Dixon	N		
0051	Ballard Elementary	41	A	Mike Masiello	Y		
0651	Braden River Elementary	3	A	Hayley Rio	N		
0291	Palma Sola Elementary	1	A	Jennifer Grimes	N		
0791	Virgil Mills Elementary	3	A	James Mennes	Y		
0781	Freedom Elementary	1	B	Guy Grimes	Y		
0671	Sea Breeze Elementary	6	B	Greg Sander	N		
0681	Tara Elementary	4	B	Laura Campbell	Y		
0621	Florine Abel Elementary	1	C	James Horner	N		
0221	Jessie P Miller Elementary	3	C	Scott Boyes	N		
0641	William H Bashaw Elementary	12	C	Joshua Bennett	N		
0061	Bayshore Elementary	8	D	Jackie West	N	Mike Rio	Executive Director
0411	Blanche H Daughtrey Elementary	6	D	Ruby Zickafoose	Y	Dr. Greene	Superintendent
0601	H S Moody Elementary	3	D	Todd Richardson	N	Ryan Saxe	Executive Director
0151	Manatee Elementary	23	D	Deb Houston	N	Mike Rio	Executive Director
0261	Oneco Elementary	7	D	Tina Stancil	N	Cyndi Saunders	Deputy Superintendent
0381	Robert H. Prine Elementary	19	D	Lynne Menard	Y	Mike Rio	Executive Director
0421	Samoset Elementary	21	D	Maribeth Mason	Y	Cyndi Saunders	Deputy Superintendent
0521	James Tillman Elementary	1	F	Marla Massey-Blackburn	Y	Mike Rio	Executive Director
NEW	G D Rogers Garden-Bullock	114	N/A	Pat Stream	Y	Dr. Greene	Superintendent

*A new principal with a proven background for implementing successful changes and improving student achievement was hired based on analysis of district quarterly assessment data and the release of the current FSA data. The principal is participating in the Harvard Leadership program and the district leadership book study and will participate in district professional development provided by Max Thompson on implementing rigorous instruction. A new assistant principal will be selected.*

*The instructional staff will consist of a combination of Effective and Highly Effective teachers from both schools. Teachers are identified as Effective or Highly Effective based on the state-approved teacher evaluation system. Any teachers hired who are beginning teachers or teachers new to the district will required to participate in a district developed year-long program to support their transition into Manatee County. **Four additional professional***

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

Manatee County

*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)*

development days have been planned for Rogers Garden-Bullock teachers throughout the summer to prepare them for rigorous instruction and to build a collaborative community focused on using data to inform instruction and provide support to students. The district negotiated a Memorandum of Understanding for all Title I schools that provides for incentive pay for teachers who meet the requirements. As a Title I school, teachers will be required to attend two additional professional development sessions each month focused on implementing rigorous instruction aligned with grade level standards. They are also required to spend a minimum of one hour per week in collaborative planning focused on developing and implementing rigorous instruction and to be present at the school at least 95 percent of the time. The principal is also providing substitutes each quarter so that teachers can participate in grade level teams for collaborative planning.

Rogers Garden-Bullock will be an extended day school and will provide an additional hour of reading instruction each day for all students. The district developed a structured extended hour of reading instruction for all schools designated in the Lowest 300 (L300) of the State (see below). All L300 schools are required to implement a district-developed instructional framework that includes an extended hour of reading instruction (see below) as well as the district required structured 120 minute English Language Arts block and 60-minute mathematics block that is monitored by district (shared above). Although the new school, G D Rogers-Bullock, will not be designated L300, it will receive the same support as an L300 school and be expected to implement the extended day. The School Improvement Specialist assigned to G D Rogers-Bullock will provide weekly support to teachers to ensure effective implementation of the required 120 English Language Arts block, 60-minute mathematics block, and 60-minute extended reading block. The district is purchasing the necessary curriculum for the extended reading block for all L300 schools as well as for G D Rogers Bullock (see below).

### Required Master Schedule Framework

Time	Academic Area	Required Materials
60 min	Extended Hour Beginning of day for K-2; End of day for 3-5	WonderWorks Foundational Skills Kit (K-2) Ready LAFS and Teacher Toolbox (3-5)
120 min	Language Arts	Utilizing the ELA Instructional Plan: Standards-Based Instruction following curriculum maps Wonders *Social Studies Weekly
20 min	Writing	Standards-Based Instruction following curriculum maps (K-3) Top Score (4-5)
60 min	Mathematics	Utilizing the Mathematics Instructional Plan: Standards-Based Instruction following curriculum maps Go Math
30 min	Science	Standards-Based Instruction following curriculum maps National Geographic
40 min	Specials	
30 min	PE/Recess	
30 min	Intervention & Enrichment	i-Ready and/or Supplemental Resources Wonders Differentiated Instruction Lessons
30 min	Lunch	
420 min - Total (360 State Required minutes plus 60 extended hour minutes)		

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

*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)*

### Required Extended Hour

Extended Hour Grades K-1			
	Description	Content	Resources/Materials
<b>Rotations (2/Day)</b>	30 minutes (Teacher-led) <i>Because the teacher works with 2 groups at once, she/he sees all students daily.</i>	<b>Foundational Skills</b> ( <i>Phonological Awareness, Phonics, Fluency and High-Frequency words.</i> )	<b>Wonderworks Foundational Skills Kit</b> ❖ Aligned with Wonders pacing.
	30 minutes (Facilitated Small Group)	<b>Decodable/Oral Language</b> ( <i>High-Frequency words, Shared Read using decodable and Oral Language.</i> )	Wonders Decodable Readers
	30 minutes (Computer-Based)	<b>Differentiated Practice</b>	i-Ready/Adaptive Learning
Extended Hour Grade 2			
	Description	Content	Resources/Materials
<b>Rotations (3/Day)</b>	20 minutes (Teacher-led Small Group)	<b>Foundational Skills</b> ( <i>Phonological Awareness, Phonics, Fluency and High-Frequency words.</i> )	<b>Wonderworks Foundational Skills Kit</b> ❖ Differentiated instruction based on student needs.
	20 minutes (Facilitated Small group)	<b>Decodable/Oral Language</b> : ( <i>High-Frequency words and Fluency</i> )	Wonders Decodable Readers
	20 minutes (Computer-Based)	<b>Differentiated Practice</b>	i-Ready/Adaptive Learning
Extended Hour Grades 3-5			
	Description	Content	Resources/Materials
<b>Whole Class (Daily)</b>	20 minutes (Whole Group)	<b>On Level Comprehension Instruction</b>	Ready LAFS
	20 minutes (Teacher-led Small Group)	<b>Differentiated Comprehension Instruction</b>	Ready LAFS, Toolbox, or Tools for Instruction
<b>Rotations (2/Day)</b>	20 minutes (Scaffolded Support)	<b>Writing in Response with Support</b>	Ready LAFS, Toolbox, or Tools for Instruction
	20 minutes (Computer)	<b>Differentiated Practice</b>	i-Ready/ Toolbox

*All students attending G D Rogers-Bullock who are repeating third grade students will receive an alternate master schedule framework in order to focus on developing reading and mathematics skills (see below).*

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

*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)*

**Repeating 3<sup>rd</sup> Grade Students' Master Schedule Framework**

<b>Time</b>	<b>Academic Area</b>	<b>Required Materials</b>
90 min	ELA Block	Utilizing the ELA Instructional Plan: Standards-Based Instruction following curriculum maps <i>Wonders</i>
40 min	Specials	
60 min	Extended Reading Block	<i>SRA Corrective Reading</i> <i>Florida Ready LAFS</i>
50 min	Content Area Reading	Science/Social Studies <i>National Geographic</i> <i>Social Studies Weekly</i> *One day a week – 30 minutes of character education from guidance counselor
30 min	Lunch	
65 min	Mathematics Block	Utilizing the Mathematics Instructional Plan: Standards-Based Instruction following curriculum maps <i>Go Math</i>
30 min	PE/Recess	
45 min	Intervention & Enrichment	<i>I-Ready</i> Reading/Math Writing Instruction Small groups.
20 min	Read Aloud	<i>Magic Treehouse</i>
420 min - Total (360 State Required minutes plus 60 extended hour minutes)		

*All district students receive baseline and midyear reading and mathematics diagnostic assessments using i-Ready to determine individual support. Reading, mathematics, and science performance are monitored quarterly through the district benchmark assessments. All schools are required to implement a multi-tiered system of support to provide enrichment and remediation support for identified students. The district will review data for students who have been transferred to other schools quarterly and provide additional support as indicated by student data. The district uses SchoolCity to collect FSA and district assessment data. Administrators and Specialists have been trained in how to collect, analyze, and publish reports using SchoolCity. Student data can be collected and disaggregated by district, school, teacher, and student. The district will collect and review data from all students who have been rezoned from G D Rogers Garden to other schools at the beginning of the year and at mid-year using SchoolCity. Executive Directors and Principal Mentors will work closely with principals to ensure students receive appropriate differentiated support. This process will be repeated for three years.*

*G. D. Rogers Garden-Bullock will receive Tier 3 support from the office of School Improvement which includes additional district support and monitoring. A School Improvement Specialist has been assigned to provide weekly support for instructional coaches and teachers. The School Improvement Team will conduct monthly observations in collaboration with the school administration and district leadership to monitor progress and modify support as indicated. The principal will meet with district senior leadership quarterly to provide a "State of the School" report. Modifications for support will be determined at*

those meetings.

### **Hybrid: Harlee Middle School**

The district will implement a hybrid for Sara Scott Harlee Middle School (0591). This plan includes three dimensions: closure, extended day, and Tier 3 support. The school will implement a partial school closure for year one and full closure for year two.

No sixth grade students will be assigned to Harlee for 2016-17/. None of the incoming 6<sup>th</sup> grade students have ever attended Harlee Middle School. They will attend the middle school appropriate for their attendance zone.

Current students entering seventh and eighth grades will be provided Opportunity Scholarships to attend other middle schools with a grade of C or higher in the district and will be provided transportation to those schools. Letters have been sent to parents informing them of their options.

No new seventh and eighth grade students will be assigned to Harlee Middle School. Instead, any incoming 7<sup>th</sup> and 8<sup>th</sup> grade students will be assigned based on the incoming 6<sup>th</sup> grade students' attendance zones. The school will be reconstituted into a district-wide 4<sup>th</sup> through 8<sup>th</sup> grade gifted school for 2017-18

The principal has been at Harlee for one year. She was the previous Director of School Improvement and has worked in the district to support struggling schools for several years. The principal will participate in the district leadership book study and district professional development provided by Max Thompson on implementing rigorous instruction. The principal will receive principal mentor support from the Deputy Superintendent of Instructional Services to support school improvement throughout the year and provide monthly mentoring.

Harlee Middle School will be monitored monthly by the Director of School Improvement to ensure fidelity of implementation of the instructional framework and district curriculum. The Director of School Improvement will conduct monthly classroom observations and provide reports to the principal, executive director, and Deputy Superintendent of School Improvement. Modifications for support will be discussed and necessary changes made as a result.

The instructional staff will consist of a combination of Effective and Highly Effective teachers. Teachers are identified as Effective or Highly Effective based on the state-approved teacher evaluation system. Any teachers hired who are beginning teachers or teachers new to the district will be required to participate in a district developed year-long program to support their transition into Manatee County. The district negotiated a Memorandum of Understanding for all Title I schools that provides for incentive pay for teachers who meet the requirements. As a Title I school, teachers will be required to attend two additional professional development sessions each month focused on implementing rigorous instruction aligned with grade level standards. They are also required to spend a minimum of one hour per week in facilitated collaborative planning focused on developing and implementing rigorous instruction and to be present at the school at least 95 percent of the time.

Harlee will be an extended day school and all students will be enrolled in an additional period for remediation, credit recovery, English Speakers of Other Language ESOL support, or enrichment instruction each day. During this class period, students will be grouped based on individual needs. Students who demonstrate mastery of standards will be placed in a critical thinking class and receive additional support using Avid-like strategies and test taking skills. Students who need additional support in reading and mathematics will be placed in additional remediation classes with additional support through SuccessMaker. English Language Students will receive additional support for ESOL strategies. An ESOL Resource Teacher has been hired to support students.

Last year Harlee Middle School did not provide opportunities for students to enroll in Algebra I. This year, an Algebra I class will be offered.

A School Improvement Specialist has been assigned to Harlee to monitor fidelity of implementation of the reading and mathematics remediation courses.

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

Manatee County

*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)*

---

*SuccessMaker is used in both reading and mathematics remediation classes. Additionally, teachers utilize small group instruction based on individual student needs as part of the rotation during remediation classes. The specialist will also provide professional development on implementing standards based instruction aligned with the district curriculum maps to ensure students are receiving grade level instruction.*

*Teachers at Harlee will receive assistance for improving student behavior through two outside consultants: Safe and Civil Schools and Best Man Company. Both of these sources provide protocols and guidance for supporting minority students and establishing a positive behavior system to reduce referrals and suspensions.*

*All students will receive baseline and midyear diagnostic mathematics and reading assessments using SuccessMaker to determine individual support. They will be monitored quarterly through the district benchmark assessments. All schools are implementing a multi-tiered system of support to provide enrichment and remediation support for identified students.*

*The district uses SchoolCity to collect FSA and district assessment data. Administrators and Specialists have been trained in how to collect, analyze, and publish reports using SchoolCity. Student data is analyzed quarterly and differentiated instruction provided based on student needs. Student data can be collected and disaggregated by district, school, teacher, and student. The district will collect and review data from all students who have selected the Opportunity Scholarships at the beginning of the year and at mid-year using SchoolCity. Executive Directors and Principal Mentors will work closely with principals to ensure students receive appropriate differentiated support. This process will be repeated for three years.*

*Harlee will receive Tier 3 support through the office of School Improvement. A School Improvement Specialist has been assigned to provide weekly support for instructional coaches and teachers. The School Improvement Team will conduct monthly observations in collaboration with the school administration and district leadership to monitor progress and modify support as indicated. The principal will meet with district senior leadership quarterly to provide a "State of the School" report. Modifications for support will be determined at those meetings.*

---

## 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.

#### **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.

**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.

**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.

**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.

**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.

**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.



**X Area of Focus 4**

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

**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.

*District-wide professional development will be provided for all teachers to support lesson planning aligned with Standards and district curriculum maps. An outside consultant, Max Thompson, has been hired to provide professional development for administrators on rigorous instruction. Teachers will participate in weekly collaborative lesson planning to improve instructional delivery.*

*Administrators and Specialists will receive professional development on how to effectively access and analyze available data to make informed decisions. The district utilizes SchoolCity and BrightBytes to collect and report academic and early warning system data. Professional development is provided throughout the year to build capacity for use. The district requires baseline and midyear data to be collected on reading and mathematics using i-Ready for K-5 students and SuccessMaker for 6-8 students. Elementary reading, mathematics, and science quarterly assessments are developed and administered by the district. Middle School reading, mathematics, science, and civics quarterly assessments are developed and administered by the district. Students also take quarterly writing assessments using WriteScore. Instructional Leadership Team meetings are held each month to review to review district benchmark assessment data and early warning system data necessary to identify concerns and determine necessary modifications of support.*

*The District has implemented a multi-tiered system of support based on individual school needs. This support is provided primarily through assignment of Instructional Specialists and School Improvement Specialists; however, additional support from Curriculum and Title I Specialists is also available upon request. The goal of the specialists is to build capacity within the school for ongoing progress monitoring and to develop strategic systems to maintain and improve student achievement once a school is no longer designated a Focus or Priority school. Schools that exit from a designation of Focus or Priority are provided additional instructional specialist support for the following year. Instructional Specialists work directly with school-based administrators to support the Instructional Leadership Teams and data teams. School Improvement Specialists work more closely with instructional and coaching staff to build capacity for analyzing data and making necessary instructional changes. Rogers-Bullock Elementary will receive weekly School Improvement Specialist support.*

*The district has identified Tier 3 schools to receive additional targeted support. Tier 3 schools are considered all schools implementing a Turnaround Option Plan and any school designated an "F." The Director of School Improvement works closely with the principals and the Executive Directors assigned to each school to develop and implement a strategic School Improvement Plan (SIP). All Tier 3 schools are required to complete the SIP using the Floridacims online template and 8-step problem solving process.*

*The Director of School Improvement in collaboration with the Executive Directors for Tier 3 schools will conduct monthly instructional reviews to monitor implementation and progress towards achieving the goals outlined in the SIP. The principals are required to present a quarterly "State of the School" presentation to Senior Leadership and are required to provide documentation of a year-long professional development plan aligned with the SIP.*

## Phase 2

### Option 2: Closure

#### Areas of Assurance

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

##### *Assurance 1*

The district shall close the school(s) and reassign students to higher-performing schools in the district.

##### *Assurance 2*

The district shall monitor the reassigned students and report their progress to the department for three years.

#### Implementation Plan

**Closure Item 1:** For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

*Community forums were held throughout the year to discuss the plan to close G. D. Rogers Garden and Orange Ridge-Bullock. Additional meetings were held at the school sites to meet with staff and parents and explain the plan and to gather input. Community input was requested and used to formulate the final plan for placement of students in their new attendance zones. Parents are allowed to choose to attend other schools through the district choice program. G D Rogers Garden was a non-zoned school; thus, all students have been reassigned to their designated zone school. Students from Orange Ridge-Bullock have been reassigned by zones to other elementary schools with the majority (370) assigned to the new school, Rogers Garden-Bullock.*

*All elementary students receive baseline and midyear reading and mathematics diagnostic assessments using i-Ready to determine individual support. Reading, mathematics, and science performance are monitored quarterly through the district benchmark assessments. Writing is assessed quarterly using WriteScore.*

*These data are reviewed monthly during the Instructional Leadership Team meetings. Data is used to monitor implementation of the School Improvement Plan and modify support and initiatives as necessary.*

*All schools are implementing a multi-tiered system of support to provide enrichment and remediation support for identified students. The district will review data for students who have been transferred to other schools quarterly and provide additional support as indicated. This process will be repeated for three years.*

## Phase 2

### Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

#### 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** to document compliance with the assurances.

#### *Assurance 1*

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

#### *Additional Assurances*

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

#### Implementation Plan

**Hybrid Item 1:** The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in **Part III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

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

Manatee County

*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)*

*This plan includes three dimensions: closure, extended day, and Tier 3 support. The school will implement a partial school closure for year one and full closure for year two leading to reconstituting the school from a 6-8 middle school to a 4-8 gifted school by 2017-18. Community forums were held to collect input from parents, teachers, and the community. The district met with administrators and school staff to prepare for the changes for 2016-17 and review plan for reconstituting the school from a 6-8 middle school to a 4-8 gifted school by 2017-18.*

*Sixth grade students will be reassigned to zoned middle schools for 2016-17. Seventh and eighth grade students can choose to attend different middle schools for 2016-17. Letters have been sent to parents informing them of their options.*

*A School Improvement Specialist will be assigned to Harlee to provide weekly support for facilitated collaborative planning and implementation of effective standards-based instruction aligned with district curriculum maps. Additionally, the School Improvement Specialist will support administrators to collect and analyze student data to make informed decisions for improving instruction.*

*All middle school students receive baseline and midyear diagnostic mathematics and reading assessments using SuccessMaker to determine individual support. Reading, mathematics, civics, and science performance are monitored quarterly through the district benchmark assessments.*

*These data are reviewed monthly during the Instructional Leadership Team meetings. Data is used to monitor implementation of the School Improvement Plan and modify support and initiatives as necessary.*

*All schools are implementing a multi-tiered system of support to provide enrichment and remediation support for identified students. The district will review data for students who have been transferred to other schools quarterly and provide additional support as indicated. This process will be repeated for three years.*

*The district will monitor data of students assigned to other schools quarterly. This process will be repeated for three years.*

*The Director of School Improvement will collaborate with Executive Director of Secondary to provide support for site administrators and to conduct monthly classroom observations to ensure successful implementation of standards-based instruction aligned with district curriculum maps.*

*Principal will present a quarterly "State of the School" report to Senior Leadership Team and receive quarterly advice and support necessary to improve student achievement. Additional support will be provided based on need.*

**District Name:**

### Petition for Additional Time

*This section is applicable only to districts that have completed two or more years of implementation of a State Board-approved turnaround option plan.*

- The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this