FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Bay District Schools:

Oscar Patterson Elementary

Turnaround Option Plan (TOP) – Phases 1 and 2

District Managed Turnaround Option

Implementation in 2016-17, Year 1

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.

Oscar Patterson Elementary- 03-0291

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.

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

CIMS: Academic Outcomes Plot in conjunction with School Grade Data, VAM data, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), PLUS[2] Learning Walk data, Risk Factor Analysis, and Climate Survey results will continue to be used to determine and plan for the following domains as defined in each school's improvement plan: *Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.* Further, the Turnaround Toolkit discusses areas of strength, weakness, and next steps for Oscar Patterson Elementary.

Oscar Patterson's school grade data in 2016 ranked a letter grade of F with 22% of possible points earned, decreasing from a letter grade of D in 2015. Further breakdown of the 2016 scores indicate the following:

2015-16 Preliminary School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D= 32% to 40% of points, F = 31% of points or les

#	School Name	English Language Arts Achievement	% of Points Difference 15 to	English Language Arts Learning Gains	English Language Arts Learning Gains	Mathematics Achievement	% of Points Difference 15 to	Mathematics Learning Gains	Mathematics Learning Gains of the	Science Achievement	% of Points Difference 15 to	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-15	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Preliminary Grade 2016	Informational Baseline Grade 2015	% of Points Difference 15 to 16	Title 1	School Type	Percent of Minority Students	Percent of
0291	OSCAR PATTERSON ELEMENTARY MAGNET- 2016	20	-17	27	29	18	-18	23	13	23	-5					153	7	22	97	F	D	-12	YES	01	63	10
0291	OSCAR PATTERSON ELEMENTARY MAGNET-2015	37				36				28						101	3	34	95		D		YES	01	67	8

2016 FSA	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
					1	2	3	4	5
ELA GRADE 03 STATE	03	220,663	301	54	22	24	27	19	9
OSCAR PATTERSON ELEM MAGNET	03	52	279	13	63	23	12	0	2
ELA GRADE 04 STATE	04	209,261	310	52	25	23	26	19	7
OSCAR PATTERSON ELEM MAGNET	04	44	283	14	73	14	14	0	0
ELA GRADE 05 STATE	05	200,629	320	52	22	26	26	19	7
OSCAR PATTERSON ELEM MAGNET	05	52	308	25	40	35	19	6	0
MATH GRADE 03 STATE	03	220,771	301	61	21	18	28	22	11
OSCAR PATTERSON ELEM MAGNET	03	52	282	21	58	21	19	2	0
MATH GRADE 04 STATE	04	212,169	314	59	24	17	26	20	12
OSCAR PATTERSON ELEM MAGNET	04	49	288	14	67	18	12	2	0
MATH GRADE 05 STATE	05	202,701	322	55	23	22	24	20	12
OSCAR PATTERSON ELEM MAGNET	05	53	305	25	42	34	15	9	0

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Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2 Bay County Public Schools

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The 3 year aggregate VAM for Oscar Patterson was Effective.

Current NWEA MAP progress monitoring data indicate **improvement** for each grade level at the Fall and Winter administration of MAP for Grades 3-5.

	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
School	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING
Student Status Norms (Nationwide - Beginning of year)	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205.
BAY DISTRICT	189.3	196.2	198.8	199.3	204.3	206.3	207.4	211.4	213.2	189.5	197.0	203.1	201.0	207.1	212.8	211.0	216.1	221.8	188.9	194.0	197.3	195.3	199.1	201.9	201.8	205.8	208.
0291 - Oscar Patterson	185.0	185.2	(188.2)	190.7	191.6	(192.3)	202.9	205.3	(207.4)	185.6	188.9	(194.3)	190.5	194.4	(197.6)	204.0	207.6	(212.4)	not tested	not tested	not tested	^	not tested	not tested	196.7	(201.1)	203.

ELEMENTARY SCHOOL MAP DATA
(Grades 3-5 ONLY)

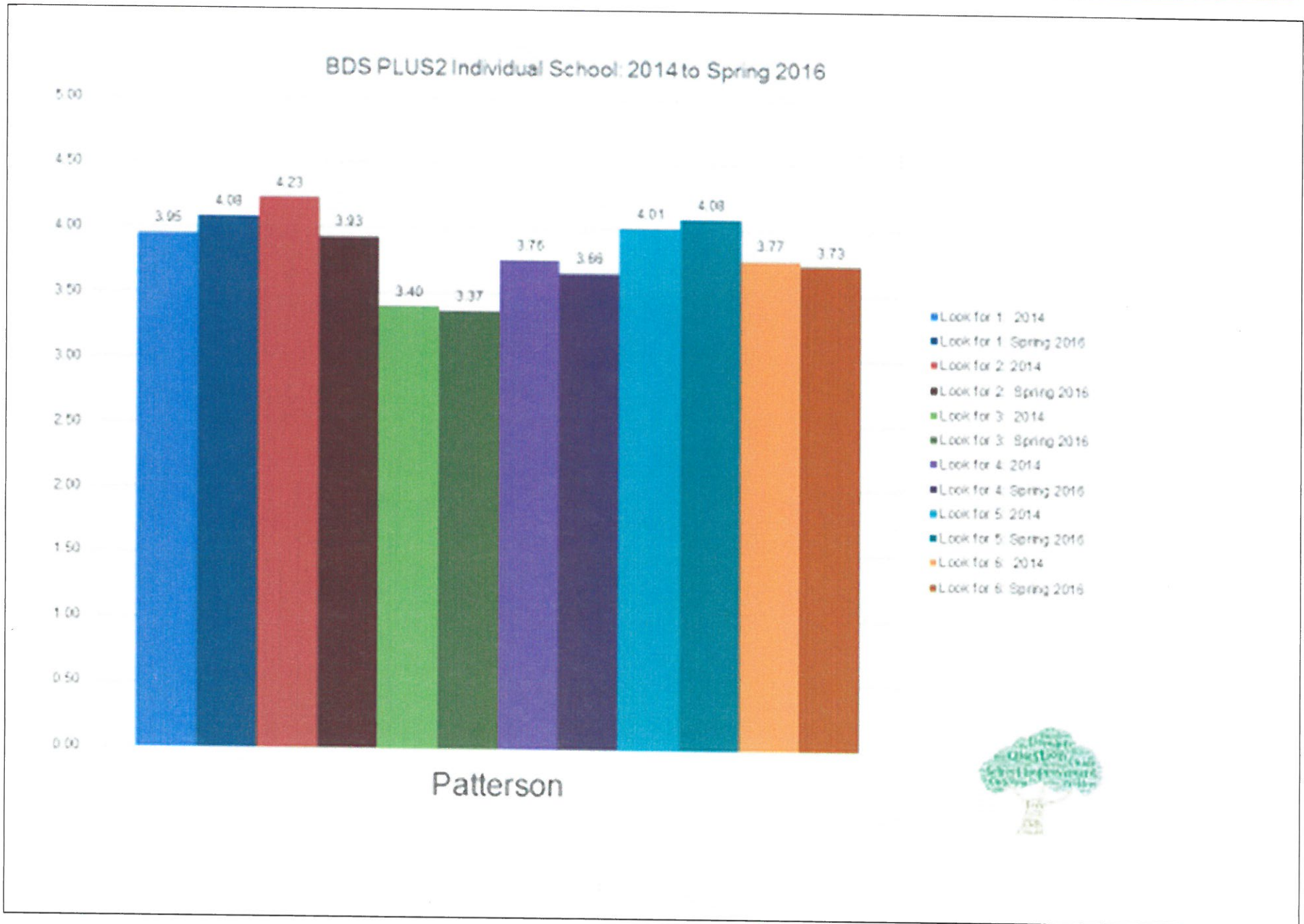◯ = **Improvement/Growth Made**

PLUS[2] Data Monitoring System

Systematic progress monitoring of schools through the systemic Progressive Learning and Understanding through Support Systems (PLUS[2]) four times per year with the PLUS[2] team and bi-monthly support. Tier 3 support- most intensive for this school.

With a pre-defined rubric, Bay District Schools also utilizes the PLUS[2] monitoring system to collect school-wide data on 6 look-fors;

1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
4. Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

Decisions and adjustments occur immediately.

*See Attachment

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BDS PLUS2 Individual School: 2014 to Spring 2016

Patterson

Legend:
- Look for 1: 2014
- Look for 1: Spring 2016
- Look for 2: 2014
- Look for 2: Spring 2016
- Look for 3: 2014
- Look for 3: Spring 2016
- Look for 4: 2014
- Look for 4: Spring 2016
- Look for 5: 2014
- Look for 5: Spring 2016
- Look for 6: 2014
- Look for 6: Spring 2016

Values: 3.95, 4.08, 4.23, 3.93, 3.40, 3.37, 3.76, 3.66, 4.01, 4.08, 3.77, 3.73

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2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Oscar Patterson data indicates the following:

Staff Survey overall score 3.92:
Purpose and Direction: 4.29
Governance and Leadership: 3.97
Teaching and Assessing for Learning: 3.83
Resources and Support Systems: 3.76
Using Results for Continuous Improvement: 4.02

Parent Survey overall score of 2.42:
Purpose and Direction: 1.83
Governance and Leadership: 1.00
Teaching and Assessing for Learning: 3.36
Resources and Support Systems: 2.11
Using Results for Continuous Improvement: 3.00

Oscar Patterson Initiatives:
- Full time math coach and shared ELA coach to support new teachers and improvements. Additionally, weekly science mentoring and instruction will be led by the Science Staff Training Specialist.
- Additional minutes of ELA instruction above required (900 minutes)
- Increase instructional time for Tier 3 academics by suspending special area (extra 30 minutes)
- SRA school wide with Principal managing paras, groups etc.- working to build rigor as indicated in student achievement data and PLUS2 Look-for 3 (Levels of Thinking in tasks and questions).
- 16-17 Rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexiles, and progression scales, etc.
- Walk to Read, K-5 – Differentiated instruction
- MFAS Task Implementation K-5 – Differentiated instruction
- Attendance Initiative
- Community partnership with New Bethel Baptist church and Family of God Praise and Empowerment Center to support PBIS, attendance
- Patterson PEARLS and Progressive Males

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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.

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

Bay District Schools has compelling evidence through data indicated in Item 4 which show Oscar Patterson improving given various data points. For the past two years, Bay District has embraced a systemic approach for progress monitoring student achievement and instructional practices and we continue to support Oscar Patterson in their improvement efforts.

Bay District Schools has dedicated administrators with years of experience, leadership, and consistency at this turnaround school. Mrs. Darnita Rivers, Principal of Oscar Patterson Elementary, has been in administration for fifteen years with two at Oscar Patterson. Mrs. Rivers is dedicated to overcoming the barriers that face her school and is striving to lead Oscar Patterson out of turnaround status.

16-17 BDS Curriculum Support:

- Monthly visit by Instructional Specialist for School Improvement to support principals. Learning walks will be done with administration using Google Forms to provide teachers specific feedback.
- Continue ELA/Math Liaisons for every grade level to build capacity and strengthen PLCs
- Professional development for 5th grade science teachers
- Common Formative Assessment (CFA) training with Cassie Erkens, expand on PLC work and CFA
- PLUS^2 monitoring of data and instruction.

16-17 BDS Structural Support:

- BDS Teacher Contract for Differentiated Performance Pay of $5,000 (Superintendent is currently negotiating with the Teacher's Union to increase salaries)
- Principal Incentive Pay ranging from $2,500 to $10,000
- Title 1 distribution and supports
- ESE Inclusion funds to support inclusion initiative
- Additional requests met through Title 2

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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.

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.

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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).

☐ *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).

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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.

The PLUS^2 monitoring system is used to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. The turnaround lead will visit Patterson monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the PLUS^2 lookfors and other related data. Instructional coaches for both ELA and mathematics will be on campus to provide job-embedded support in the classrooms.

Further, in addition to the earned units, Oscar Patterson has been allocated with additional units.

Oscar Patterson: 5 units

Math Coach- 1 unit
Literacy Coach- 1 unit
ESE PreK- 1 unit
ESE Teacher- 1 unit
Social Worker 1 unit

Look-for Calibration

The PLUS² Process collects data from conducting fifteen-minute learning walks in order to drive district level professional development and support teachers through job-embedded professional development using instructional coaches.

Learning Walks are non-evaluative for teachers and Learning Walk data collection forms will be collected by PLUS² Facilitator and later shredded as to maintain teacher confidentiality. Forms will NOT be left at the school. Each learning walk team will designate a member to keep time, look at lesson plans, and ask students questions related to the look-fors.

Principals should notify teachers to have a printed copy of lesson plans on their desk for PLUS² members to look over. If teachers have additional data for groups, differentiation, etc. they may also display that. In this way, PLUS² members will be able to mark accordingly for evidence obtained from lesson plans in order to identify look-fors accurately.

Bay District Schools has identified six look-fors which when fully implemented and embedded represent high-quality instruction. Each look-for is identified on a <u>whole number</u> scale from 1-5 (as seen below) and each group will come to consensus after each learning walk. Evidence collected in the classroom is based solely on the time during the Learning Walk, what is seen and heard during this time. Then, look-for data is inputted into a data collection tool to be combined with other group scores for a collective average for the school. School data will be sent to principals in order to identify school-wide trends and patterns. School data will be combined and analyzed at the district level to identify district-wide trends and patterns in order to drive discussion and support schools through supports, coaches, and professional development.

NEW FOR 2016-2017- Look-fors 2, 3, 6 will be a focus with data collected encompassing these look-fors. Please note: all look-fors are intertwined and still important for implementation purposes.
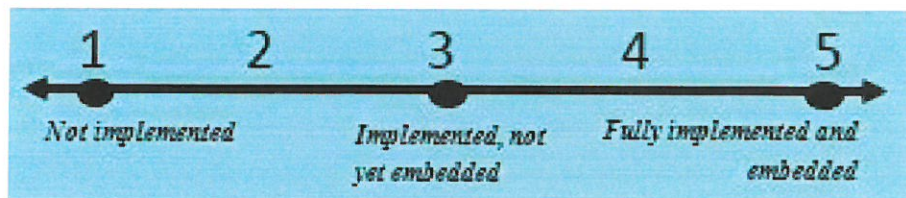
1	2	3	4	5
Not implemented		*Implemented, not yet embedded*		*Fully implemented and embedded*

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Utilizing Standard: IE Learning Objective/Learning Goal/etc.

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No standard(s)/daily objective/lesson purpose, or learning goal posted.	Standard(s)/daily objective/lesson purpose, or learning goal posted but not referenced. Students unable to connect task to posted objective or daily objective to the larger learning goal for the unit. Observers may ask students, What are you doing? Why are you doing it? What's it helping you learn?	Standard(s)/daily objective/lesson purpose and learning goal are posted (visible to students) and referenced. Students are able to explain how the task is connected to the daily objective and how daily objective connects to larger learning goal.

2. Instructional Framework ELA/Math/Content Area
ELA Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Reading Framework integrated within ELA instruction. *This is a teacher-centered classroom.	*Limited evidence of small group instruction or centers/stations (may vary in appearance according to curriculum).	*ELA classrooms utilize the gradual release of responsibility model: I do, we do, you do together, you do independently.*Structure of Reading Framework (Whole Group/Small Group, Centers/Stations, Technology, Writing, etc.) integrated within ELA instruction (may vary in appearance according to curriculum). *Standards-based and appropriately rigorous stations/centers. *Small/whole group instruction *Text-based Writing in Response to Reading; to include Six traits and citing of evidence. *Academic discourse *Classroom procedures have been established and are routine to support the instructional framework. *This is a student-centered classroom.

Math Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Math Frameworks being implemented, as primarily evidenced by an over-emphasis on procedural understandings and lack of student thinking/reasoning *No evidence of incorporation of the Math Practice Standards as evidenced by a lack of student discourse, mathematical reasoning and mathematical application/modeling *This is a teacher-centered classroom.	*Limited/ineffective use of the Math Frameworks Sequence of Standards Based Instruction *Limited integration of the Math Practice Standards as evidenced by some student discourse but limited mathematical reasoning or mathematical application/modeling.	Effective use of the Math Frameworks Sequence of Standards Based Instruction: o 5 Minute Cumulative Review o Number Talks of Misconception Spotlight o You Think o We Share, I Facilitate o You Apply, I Refine *Evidence of the integration of the Math Practice Standards as evidenced by student discourse which is focused on mathematical reasoning and application and/or modeling *This is a student-centered classroom.

Content-area Instructional Framework

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No evidence of Instructional Framework integrated within content-specific instruction. *This is a teacher-centered classroom.	*Students are participating in whole group instruction with limited evidence of small group/guided group/collaborative pairs instruction or centers/stations (may vary in appearance according to curriculum). *Science specific: Limited evidence of hands-on learning/labs	*Content area classrooms utilize the gradual release of responsibility model: I do, we do, you do together, you do independently. *Students know and understand the purpose of small group/collaborative pairs, guided group, whole group instruction. *Science specific: Evidence of hands-on learning/labs *Social Studies Specific: Evidence of primary source analysis/document-based questions *Academic discourse *Classroom procedures have been established and are routine to support the instructional framework. *This is a student-centered classroom.

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Levels of Thinking: How deeply does someone interact with the text or material in order to complete the task or answer the question?

Levels of Thinking: Tasks

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No evidence of higher levels of thinking in tasks.	Few tasks elicit higher levels of thinking, but the majority of tasks are at lower level of thinking.	Evidence of a range of tasks eliciting higher levels of thinking.

Levels of Thinking: Questions

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
No evidence of questioning that elicit higher levels of thinking.	Teacher asked few developmentally appropriate questions eliciting higher levels of thinking.	Evidence of a range of developmentally appropriate questions eliciting higher levels of thinking. Student and teacher generated higher level questions are present.

4. Student Cognitive Engagement

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
Retreatism/Rebellion. Students are off task and behavior management issues may be observed.	Compliant/Ritually Engaged. Students are participating and doing the work.	Authentic Engagement. Students are metacognitive and are thinking about their learning (what am I doing, and why am I doing it).

5. Differentiated Instruction- NEED TO HAVE EVIDENCE CLEARLY MARKED ON TEACHER DESK FOR THIS LOOKFOR

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*There is no evidence of planning for differentiation. *There is no evidence of meeting the needs of students during instruction.	*Limited evidence of planning and documentation for differentiated instruction. *Grouping of students is evident.	*Teachers plan and document for differentiated instruction and **flexible** grouping: (possible examples could include, but are not limited to: data notebook, lesson plans, guided group anecdotal notes, PLC minutes, etc.) *Teachers are meeting the needs of students during instruction based on evidence of differentiated instruction (content, process, product, **or** environment). *How do we know students' needs are being met?

6. Ongoing Assessment

1- Not Implemented	3- Implemented, not yet embedded	5- Fully implemented & embedded
*No established criteria for what mastery of standards looks like. *No evidence of formative assessment during instruction. *No evidence of effective and specific feedback used at any time during instruction.	*Some criteria for what mastery of standards looks like: (possible examples could include, but are not limited to: generic progression scale, generic rubric, exit ticket). *Limited evidence of formative assessment during instruction. *Limited evidence of effective and specific feedback (verbal and/or written) used at any time during instruction.	*Clear established criteria for what mastery of standards looks like through a content specific progression scale. *Evidence of formative assessment during instruction to know where individual students are in their learning (possible examples could include, but are not limited to: Observations, questioning, discussion, exit slips, learning logs, graphic organizers, self assessments, whiteboard response. *Evidence of effective and specific feedback (verbal and written) used consistently during instruction.