



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

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

Manatee Elementary (0151), G D Rogers-Bullock (0271), Sugg Middle School (0581)

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.

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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.

0151 – Manatee Elementary School District of Manatee County
 0271 – Orange Ridge-Bullock Elementary School (*Note: name changed to G D Rogers-Bullock)
 0581 – W D Sugg 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.

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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.

Each year, the district conducts 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 yearly principal survey, student attendance, discipline data, comparison of 3rd grade reading proficiency from year to year, comparison of reading, mathematics, and science proficiency for the past two years, and school grades. Schools are ranked from highest need to least need based on analysis of these data points. Additionally, throughout the year, the district collects district quarterly assessment data and modifies district support based on analysis of data.

Based on ongoing 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 schools 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 (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 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 Focus schools and schools designated as monitoring. 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.

Tier 3 support is provided to all schools designated as Priority schools and those schools implementing Turnaround Option Plans (TOP). Tier 3 schools 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.

All 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.

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The School Improvement Team conducts instructional reviews on schools identified as Focus, Priority, Monitoring, and TOP schools. These reviews include analysis of longitudinal and current data, classroom observations, and meeting with administrators and site-based coaches. A summary of each review is provided to the principal and the Executive Director assigned to the school. Working with the school-based leadership teams, school improvement plans are developed, implemented, and monitored. District support is 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) in 2016. 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 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 2016 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 four (4) principals attended the program over the summer. 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 received 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 Focus, Priority, and TOP 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*

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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 to develop lessons aligned with state standards and district curriculum maps.

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.

Based on analysis of district quarterly assessments as well as results from the 2016 5Essentials Survey, the district established clear guidelines for instructional frameworks and structured reading and mathematics blocks. All elementary schools are required to provide students with a 120-minute reading block and a 60-minute mathematics block using district-purchased and developed materials. All middle schools are required to enroll all Level 1 and Level 2 students in the appropriate reading and/or mathematics remediation class. Specific guidelines for rotations and district purchased and developed materials have been established. Data is collected quarterly, and instruction is monitored by administrators and specialists to ensure fidelity of implementation at all Focus, Priority, monitoring, and TOP schools. Teachers at all Tier 3 schools receive site-based support to close the gap between what is taught and what is tested.

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)

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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.

District Managed Turnaround

The School District of Manatee County regularly engages in deep data analysis of data to identify specific needs and areas of concern. Recognizing a need to address both vertical and horizontal instructional alignment to ensure effective instruction aligned with State Standards, the district developed a multi-tiered system of support for all schools. Within that system, the district established clear guidelines, expectations, and levels of support for Tier 3 schools. Strategic district initiatives have been identified and initiated for the 2016-17 school year to address concerns at these three schools. The goal is to provide intensive support through district oversight and management along with progress monitoring to improve instruction and build capacity for leadership and staff to implement identified changes.

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.

District Leadership team has been established

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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.

Each school is required to have quarterly Instructional Leadership Team meetings to review reading, mathematics, social studies, and science data as well as behavior and attendance data. Data is used to monitor implementation of the School Improvement Plan and modify support and initiatives as necessary.

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 Director of School Improvement monitors implementation of the School Improvement Plan and site-based initiatives monthly and provides a formal report indicating progress towards achieving goals. Additionally, the Principals are required to present a “State of the School” presentation to senior leadership quarterly.

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.

Both elementary schools have been provided additional funding for materials to provide an additional hour of reading instruction. They also receive additional funds to provide a 3rd Grade Academy for retained third grade students. Additional materials have been provided to the middle school to enhance reading instruction in the remediation classes. Students who need additional support in reading and mathematics have been placed in remediation classes with additional support through SuccessMaker. Administrators have flexibility to hire instructional coaches and/or interventionists based on student needs.

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.

Principals are reviewed teacher performance and non-renewed teachers who were not meeting student needs.

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.

All teachers at these three schools are Effective or Highly Effective based on a review of observational and student data (both VAM and growth data where appropriate) in alignment with the state-approved Teacher Evaluation System.

Implementation Plan

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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.

Administrators and Specialists 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 district benchmark assessment data and early warning system data necessary to identify concerns and determine necessary modifications of support

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.

Both elementary schools provide an additional hour of reading remediation. Students receive small group instruction differentiated by individual needs using Wonderworks Foundational Skills kits, i-Ready, and Ready LAFS. The teacher of record is supported by instructional aides and other teachers to include rotations based on student needs.

All middle school students who score level 1 or 2 in reading and/or mathematics are placed in remediation classes and take baseline and midyear diagnostic assessments using SuccessMaker to determine individual support. All students take quarterly benchmark assessments to identify students requiring additional support.

All schools have implemented a multi-tiered system of support to modify instruction based on analysis of student data.

Area of Focus 4

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

District Executive Directors of Elementary and Secondary Schools monitor and review principal and assistant principal performance each year. New principals and assistant principals have been hired for G D Rogers-Bullock and Sugg Middle School. The returning

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principal and assistant principal at Manatee Elementary receive additional support from their executive director. All three principals have a principal mentor who is a member of the senior leadership team to provide support throughout the year and monitor implementation of the district managed turnaround plan

The district created a coaching pool. All coaches had to apply for the pool based on specific criteria and are required to attend a summer and monthly coaching academies. Coaches at the sites have met expected criteria.

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 is 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 as a Priority school. 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

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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.

Option 2: Closure – Not Selected

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.

Option 3: Charter - Not Selected

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 reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4