



# Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 Manatee County Public Schools

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*

Oneco Elementary - 0261

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Half of students at Oneco are bussed to the school and the other 50 percent are car riders. It has a large Hispanic (51 percent) population with 30 percent of students classified as English Language Learners. One hundred percent of students are eligible for free-and-reduced lunch. It has maintained a “D” for the past three years.

**Demographics:**

- 605 Students
- 51% Hispanic
- 30% English as Second Language
- 1% students classified as homeless
- 100% Free and Reduced lunch
- 50% are car riders

**Risk Factors**

- **Referrals** – 278 (20%)
- **In School Suspensions** – 46 (6%)
- **Out of School Suspensions** – 174 (14%)
- **Attendance** – 12.5% missed 10 percent or more days per year

**Grading Matrix Data – Two Year Comparison**

	ELA			Math			Science	Total Points	Percent	Grade
	% > Level 3	Gains	L25 Gains	% > Level 3	Gains	L25 Gains	% > Level 3			
2016	24	36	30	40	39	46	25	240	34%	D
2017	22	48	65	38	54	43	13	283	40%	D

**2017 FSA Grade Level Data**

	ELA			Mathematics			Science		
	% ≥ L3	% = L2	% = L1	% ≥ L3	% = L2	% = L1	% ≥ L3	% = L2	% = L1
3rd	22%	34%	44%	27%	28%	46%			
4th	30%	29%	41%	51%	25%	24%			
5th	13%	49%	38%	33%	29%	38%	11%	26%	62%

**2014-2017 Demographic Data**

	Grade	Free/ Reduced	Minority
2014	B	93	77
2015	D	100	83
2016	D	100	83
2017	D	100	79

**Reading:** Reading scores place Oneco within the lowest 300 schools for 2016-17. The percent of students scoring at or above Level 3 dropped two percentage points 2016 to 2017, while overall gains increased significantly (12 percentage point) and gains for the lowest 25 percent increased 35 percentage points. Forty-four percent of third grade, 41 percent of fourth grade, and 38 percent of fifth grade students scored at Level 1. Twenty-two percent of third grade students, 30 percent of fourth grade students, and 13 percent of fifth grade students scored at or above Level 3. All teachers in grades 3 – 5 received professional development on how to teach students to identify text structures and use graphic organizers to identify key details and build reading comprehension with grade level texts. The focus this year will be on increasing grade level tasks and activities to address core instruction and increase the number of students scoring at level 3 or above.

**Mathematics:** The percent of students at level three and above fell from 40 percent in 2016 to 38 percent in 2017. Learning gains increased by 15 percentage points; however, the percent of students demonstrating gains in the lowest 25 quartile decreased by three percentage points. Forty-six percent of third grade, 24 percent of fourth grade, and 38 percent of fifth grade students scored at Level 1. Fifty-one percent of fourth grade students met or exceeded expectations by scoring at or above Level 3, while 22 percent of third and 13 percent of fifth grade students scored at or above Level 3. The district purchased Acaletics and trained teachers how to implement during “math club. District data indicate schools that used Acaletics with fidelity last year noticed a significant increase in math achievement and gains.

**Science:** The percent of students at level three and above fell from 25 percent to 13 percent. Sixty-two percent of students scored at Level 1. The district reviewed the quarterly benchmarks and revised them over the summer to include third and fourth grade tested benchmarks in the fifth grade quarterly assessments to identify any gaps in instruction. Oneco has hired a new fifth grade teacher with a background in science to collaborate with other teachers on lesson plans and science activities. Oneco is in the process of hiring a mathematics/science coach to support science instruction in grades 3-5. Grade level science texts will be incorporated into the literacy block to build vocabulary and reading comprehension.

Considerable time and effort was spent providing students with remediation opportunities. Longitudinal data suggests students lack rigorous instruction aligned with standards. Limited academic language and vocabulary acquisition skills hinder academic achievement in all subjects.

This plan was developed in collaboration with the Superintendent, Director of School Improvement, and Principal. An assistant principal will be hired to support plan initiatives. The plan focuses on three initiatives linked to improving student achievement:

- Academic Achievement
- Parent University
- Family Health Services

### Academic Achievement

- **Learning Focused: Lessons you can Believe in:** Research on high poverty, high performing schools (Parrett & Budge, 2012) suggests schools incorporate three strategies: Develop a common instructional framework; teach every student to read proficiently; provide additional quality instructional time.

The District will contract with Learning-Focused to support Oneco to develop a common instructional framework focused on building academic vocabulary and reading comprehension skills to improve achievement. Learning-Focused materials have been used in other high-poverty, low-performing schools resulting in improved student achievement. Teachers will receive intensive support to implement a common instructional framework focused on improving academic language and reading comprehension skills and improving the quality of instruction. Additionally, substitutes will be provided to allow teachers to collaborate monthly in grade level teams to plan for instruction during the school day.

- **STEAM Machine:** Recognizing the need to address science instruction and to engage students in rigorous learning activities, the school will partner with the Early Learning Coalition and the Manatee Community Action Agency to provide quarterly lessons and activities through the STEAM Machine. The Early Learning Coalition Task Force piloted the use of the van this summer at private facilities, charter schools, and the school district classrooms. It serves populations of students who live in poverty focusing on our Soar in 4 schools. The van is going to be outfitted with materials and resources that support STEAM standards, including science, engineering, the arts, technology, and mathematics. The Early Learning Coalition provides the van and Manatee Technical College is designing and building the interior to house materials and provide tinkering space for the students. The District and Early Learning Coalition are collaborating in creating lessons. Home Depot has donated some supplies, and the United Way will provide volunteers. The lessons are based on STEM principles, curricular expectations, and the text written by Cate Heroman, *Making and Tinkering with STEM: Solving Design Challenges with Young Children*.

Representatives from the Early Learning Coalition teach the lesson in an interactive format and the children engage in problem solving and deep thinking. Classroom teachers are provided with follow up activities and a professional text that contains additional ideas, concepts, and lessons.

The van will bring quarterly lessons and activities to the school with developmentally appropriate learning engagements.

- **Reading Room:** Oneco will coordinate with the United Way of Manatee and the Early Learning Coalition to establish a “Reading United Read Room” in the community. United Way piloted this program in low-income communities in the county by identifying appropriate sites and paying to re-purpose the community rooms. The Early Learning Coalition of Manatee County donated books, the Library System of Manatee County hired teachers and teachers’ aides to run

the rooms and provided audio books and tablets, and the Suncoast Campaign for Grade Level Reading provided funding. Several contractors donated labor or supplies. Funds from the grant will be used to establish a Reading Room for the Oneco community.

### Parent University

Fifty-one percent of Oneco’s students are Hispanic, and 30 percent are non-English speakers. Many of our parents are non-English speakers and lack English skills as well as high school educations. One hundred percent of our students are living in poverty.

- **Second Generation Learning:** Working in collaboration with Manatee Technical College, Oneco will provide evening classes for parents to learn English, obtain a GED, and take technical classes to prepare them for employment. District will provide scholarships and childcare to allow parents to participate in adult education opportunities.
- **Parents as Teachers:** District surveys indicate parents would like additional information on how to support their children’s education. The “Parents as Teachers” program will provide evening tutoring for children combined with classes for parents to become paraprofessionals. Parents will attend the classes with their children and learn how to support student learning. Teachers collaborate with Manatee Technical College to provide tutoring for children and adult education for parents to earn the paraprofessional teaching certificate.

One of the key initiatives of this grant is to build community and family relationships by developing parenting skills necessary to support children from Kindergarten through twelfth grade. The Parents as Teachers program is specifically designed to build not only parenting skills, but to also develop employment skills for parents to become paraprofessionals within the district. This program meets the needs of the parents and the district to build a base of parents who can support their children while also building a base of potential staff to support our schools.

The school will partner with the Early Learning Coalition to include Raising a Reader as part of the Parents as Teachers program. Raising a Reader engages families in a daily reading routine to promote healthy development, parent-child bonding, and early literacy skills. Every child receives a red bag weekly with five books to read at home with their parent(s), followed by a blue library book bag and a trip to the local library. Childcare for younger children will be provided.

### Family Health Services

Access to health care is often a concern for the parents at Oneco. The District will contract with Rural Health Services (MCR Health Services) to provide basic health care services for families two weekends a month and two evenings a month. One weekend and one evening will focus on dental care and the other weekend and evening on basic health care services. The district will hire a full-time nurse to provide support for students during the week.

**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

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The District has established relationships with community partnerships to improve student academics, health and wellness, and provide support for parents. This plan builds on community relationships already in existence and expands services to the Oneco community. The district currently collaborates with United Way, the Early Learning Coalition, Campaign for Grade Level Reading, the Patterson Foundation, and the Manatee Community Foundation. Manatee County has a rich history of collaboration with community organizations to provide instructional services to our neediest students.

The **Campaign for Grade-Level Reading** is a national organization committed to increase by at least 100 percent the number of children from low-income families reading proficiently by the end of third grade. The Campaign is building a network of national and local civic leaders, policymakers, advocates, community organizations, and everyday people to ensure quality teaching, community-driven efforts to address barriers to third grade reading proficiency, and provide a seamless, outcomes-accountable system of care, services, and family supports for children from birth through third grade. Manatee County School District has a strong relationship with this Campaign.

The **Early Learning Coalition** currently provides and coordinates “the services of school readiness programs, in order to help all children develop the skills need to achieve future educational success, to support the role of parents as their child’s first and most important teachers, and to continue to improve the quality of services available in the community.” We will build on this partnership to expand services to elementary students to support educational successes, support the role of the parent, and improve the quality of services available to the community.

**Manatee Community Foundation:** This organization works with other organizations in the county to connect the charitable interests of donors with the needs of the community. Manatee Community Foundation supports many of the initiatives outlines in this grant application.

**MCR Health Services** currently provides dental health services to families within the county. MCR Health Services offers preventive oral health care through their mobile dental bus, the Health Express. They provide limited examinations and diagnosis, cleanings, sealants, fluoride varnish and oral health education to children while they are at school, Head Start or daycare with prior consent from the guardian. The District will collaborate with MCR Health Services to provide these same services to students at Oneco in the evenings and to expand their services to provide basic health care examinations.

The **Patterson Foundation** is a local foundation that focuses on strengthening the efforts of people, organizations, and communities by focusing on issues that address common aspirations, foster wide participation, and encourage learning and sharing. They work closely with the District and the Campaign for Grade Level Reading to support our students.

**United Way of Manatee:** United Way supports Reading Pals, an early literacy initiative for children in Voluntary Pre-kindergarten and Kindergarten. Volunteers are paired with one or two students to read a physical book that the child takes home to build a home library. The school already partners with United Way to provide this service for their students.

## Part II: Implementation Plan

**A. Areas of Assurance for Whole-School Transformation Plan**

Below are the six key areas of assurance selected by the district based upon the school’s needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child’s education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

An Assistant Principal will be hired to oversee the wrap around services to ensure fidelity of implementation and build community relationships to expand and continue the services. The Assistant Principal will hold parent informational meetings to gather family and community input for the initiatives listed here. The Assistant Principal’s role will focus on reaching out to the community to provide incentives for children and parents to attend the programs offered at the school, to support funding initiatives, and to build community relationships. The Assistant Principal will also reach out to local news organizations to publicize wrap around services.

Working closely with MCR Health Services, Early Learning Coalition, Manatee Technical College, and STEM Mobile Lab, the Assistant Principal will coordinate services to ensure all initiatives are implemented with fidelity.

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child’s education.

A primary focus is the development of family relationships through The Parent University activities. A bilingual Parent Liaison will be hired to work closely with the Assistant Principal to reach out to parents and establish monthly parent meetings to keep parents informed about the initiatives. The school will provide childcare to encourage parent attendance at all events. The Assistant Principal and Parent Liaison will reach out to parents and the community to build relationships and encourage parents to take advantage of the possibilities.

The goal is to increase parent understanding of how to support their child’s learning while educating the parent at the same time to improve the family’s lives.

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**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Historical data suggest instruction has focused primarily on remediation instead of acceleration. Clearly defined and measurable high academic standards for all grade levels will be established in alignment with State Standards. Specialists will collaborate with grade level teams to review all standards, identify standards having the greatest impact on student learning, and map the learning progressions and expected outcomes to ensure students are prepared for grade level assessments. Additionally, instruction will focus on building academic vocabulary and developing reading comprehension across grade levels to meet the needs of our ELL population.

Administrators will conduct regular classroom observations and provide feedback and support to teachers to ensure instruction is implemented with fidelity. The district has already collaborated with the MEA to establish an MOU to ensure only teachers who support the initiatives will remain at the school.

Teachers will implement the “Leader in Me” initiative this year. This program focuses on helping students become more effective, more goal oriented, and more successful.

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge.

School data indicate students lack science background knowledge. The school will collaborate with the Early Learning Coalition and the Manatee Community Action Agency to bring the STEAM Machine to Oneco. The STEAM Machine is a mobile tinkering van that designed to engage students in STEAM activities. The Early Learning Community Task Force piloted the use of the van this summer at private facilities, charter schools, and the school district classrooms. It serves populations of students who live in poverty focusing on our Soar in 4 schools. The van is going to be outfitted with materials and resources that support STEAM standards, including science, engineering, the arts, technology, and mathematics. The early learning coalition provides the van. Manatee Technical College is designing and building the interior to house materials and provide tinkering space for the students. The District and Early Learning Coalition are collaborating in creating lessons. Home Depot has donated some supplies, and the United Way will provide volunteers. The lessons are based on STEM principles, curricular expectations, and the text by Cate Heroman: *Making and Tinkering with STEM: Solving Design Challenges with Young Children*.

Representatives from the Early Learning Coalition teach the lesson in an interactive format, and the children engage in problem solving and deep thinking. The teachers are provided follow-up activities and a professional text that contains additional ideas, concepts, and lessons. The van will bring quarterly lessons and activities to the school with developmentally appropriate learning engagements.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Teachers will receive intensive professional development focused on mapping curriculum, developing rigorous instruction aligned with standards, engaging students in higher order thinking and rigorous tasks



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and assignments, teaching in high poverty schools, and accelerating learning for all students. This will be provided quarterly during the school day and over the summer. Substitutes will be provided during the school year, and teachers will receive their hourly wages for attending after school, weekends, or summer opportunities.

**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Teachers will receive a \$1500 recruitment/retention bonus for committing to and participating in required professional development. Teachers will be expected to implement instructional changes with fidelity monitored by regular classroom observations. They will also receive their hourly wage for attending all required professional learning outside the school day.

#### B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

District has negotiated an MOU with the Manatee Education Association, which allows principals to remove teachers who do not support the School Improvement Plan.

District is committed to providing wrap-around services that develop family and community partnerships. They will continue to collaborate with community partnerships currently in place to expand their programs and continue to provide support to our students, schools, and parents.

The goal is to increase parent involvement in their children’s lives. The Parents as Teachers program focuses on building capacity of parents to support their children and to become certified paraprofessionals to support their families financially.

Manatee County continues to promote clearly defined and measureable high academic and character standards for all our students.

Manatee County is focused on developing academic rigor and support students through direct instruction designed to meet the needs of the learner. The initiatives in this grant application are in alignment with

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existing district goals and expectations, and are thus sustainable. We are committed to providing high-quality professional development and support for our instructional staff to build their capacity to sustain effective instruction for all students.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

This model builds on the foundations established in the TOP-2 by expanding professional development and planning for teachers focusing on academic vocabulary and reading comprehension. It adds a STEAM initiative as well as wrap around initiatives focusing on dental and general health. Most importantly, it builds on family and community by providing opportunities for parents to build life-long skills to support their children’s academic progress and build their own careers.

**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

**Learning Focused:** The District is sending specialists to the Learning Focused “Train the Trainer” professional development in the summer of 2018. These specialists will then provide continued support for teachers to implement rigorous instruction.

**STEAM Lab:** This initiative is in partnership with Manatee Technical College, Early Learning Coalition, and United Way. Once it is established, there will be no additional costs to continue the service.

**Parents as Teachers:** This program builds capacity of parents to support their child’s learning. It also provides them with the training they need to be certified paraprofessionals. Once they are certified, they will bring additional income into the family and be certified to continue to support their children.

**MCR Health Services:** This program already exists in the community. At the end of the grant, parents will have established relationships with the organization and can continue to receive health care through MCR Health Services.

**Second Generation Learning:** Once parents complete the courses offered at the school through Manatee Technical College, they will be able to apply for and obtain full-time positions to support their families.

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*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*