



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

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.

- EMERALD SHORES ELEMENTARY SCHOOL (0561)
- EVERGREEN ELEMENTARY SCHOOL (0581)
- LAKE WEIR MIDDLE SCHOOL (0281)
- SUNRISE ELEMENTARY SCHOOL (0571)

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

The Community Assessment Team (CAT) will be comprised of representatives from each of the following: K12 Academic Services including Federal Programs, School Development and Evaluation, Student Services, Professional Development Specialists (PDS) & Mathematics Coaches (Elementary & Secondary), School Business Partners, Regional Executive Director, SAC (Parents) Teachers (Elementary & Secondary), and Community Activists; making an effort to have balanced representation from each Feeder Pattern.

Each school's CAT team that will meet quarterly to discuss and review academic, attendance, and discipline data. Meetings will provide an opportunity for members to determine barriers for success, make recommendations to improve student achievement and performance, and create an action plan for improvement using the eight step process.

The CAT team will be formed at the school level, and the district liaison will be assigned to each school to conduct a review of student performance data, determine root causes for low performance and to make recommendations for school improvement.

- Quarterly meetings
- Develop, support, and facilitate policies and procedures which will guide implementation of the plan
 - Extended school day opportunities, Student Code of Conduct, Multi-tiered Systems of Support (MTSS), Positive Behavior Support (PBS), School Improvement Plans (SIP), and family engagement
- Review relevant school performance data
- Make a determination regarding “root causes” for low performance (using “Step Zero” and other significant data)

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.

1. The following activities are efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process:
 - a. CAT Meetings
 - b. School Advisory Council (SAC)/PTO Meetings
 - c. Parent Trainings
2. Families and community members will be notified via:
 - a. Newsletters,
 - b. Public Service Announcements,
 - c. Skylert Messages,
 - d. and Flyers
3. Evidence of meeting notifications with parents will include
 - a. Times and location of meetings
 - b. Evidence the meeting will be made convenient for parents and guardians

2. Documentation

- a. CAT Recruitment Letter (Superintendent)
- b. Marketing Materials (attempts to build interest in the turnaround process)
- c. Stakeholder Surveys (analysis of results)
- d. (Parent Survey, Instructional and Non-Instructional Staff Surveys)
- e. Meeting calendars, agendas, sign-in sheets and minutes
- f. Press Release announcing meeting dates, times, and locations

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.

EFFECTIVE LEADERSHIP

The vision of Marion County Public Schools is simple, “developing successful citizens, every student every day”. In order to accomplish this vision, the mission is to “graduate all students from high school possessing the skills and knowledge necessary to excel in a post-secondary path”. The infrastructure by which the system is built places a strong emphasis on foundational skills at the early learning level and progresses to high school and ultimately graduation. Five basic principles are the foundation of the county’s vision. Students will score at or above the state average on all assessments. Students will master foundational skills and the number students taking industry certifications will increase annually. Schools will provide students with an opportunity for acceleration, and finally an emphasis is placed on hiring, recruiting, and retaining effective and highly effective teachers.

When creating an atmosphere of trust and respect, the district and school based leadership use the problem solving process, coupled with data, to determine an instructional focus. School administrators provide information, ideas, and share best practice. Trust is established when principals are valued, communication is clear, and transparency is the cornerstone of the decision making process. In Marion County, school based administrators are provided multiple opportunities to make decisions in terms of hiring, curriculum development, creating professional development plans, and participating in the MTSS process.

The Superintendent hires and appoints school leaders through a sophisticated technique which allows principals to offer input and select potential leaders. The Executive Director of School Development and Evaluation provides professional development to administrators, offers technical assistance in regards to monitoring and evaluation faculty and staff, and collaborates with the Executive Directors of Student Services and K-12 Academics, and mentor administrators to determine the types of resources and services school based administrators need to perform the duties of their jobs effectively. During the 16-17 school year, the Executive Director of School Development and Evaluation will work strategically with turnaround principals and assistant principals to ensure fidelity of the evaluation process (inter-rater reliability, strategic conversations, and collaborating with Professional Development Specialists and Instructional Coaches) to improve core instruction.

The Executive Director of K-12 Academics designs curriculum meetings based on survey data from principals and assistant principals to include curriculum and data updates and professional development involving “planning” through PLC’s. Curriculum updates are aligned to Florida Standards. Data in all forms will provide opportunities for principals to aggregate data and understand how their schools rank in terms of early warning data, learning check data, AIMSWeb data, and intervention data. Turn around administrators will have data specific to their schools, collaboration opportunities, and will be assigned a district liaison.

The Executive Director of Student Services oversees, Guidance and Testing, ESE, Alternative Programs, Social Work and Psychology Services. The Executive Director meets with assistant principals and deans to discuss discipline, attendance, and early warning trends. Meetings occur on a monthly basis and are designed to improve student engagement by improving discipline and attendance. He also coordinates Synergy Team meetings at the district level which provide MTSS guidance for school administrators and members of the leadership team and provide guidance in regards to resource allocation for schools and feeder patterns.

- Principals of turn around schools will meet monthly with the Executive Directors of K12 Academics and School Development & Evaluation to discuss trends in data regarding student performance trends as they relate to the vision of the school outlined in the SIP’s. The information gathered will assist principals as they mentor, support, and guide instruction on their campuses.

PUBLIC AND COLLABORATIVE TEACHING

In creating an environment grounded with high expectations and mutual respect infused in a culture based on learning, teachers must be given the opportunity to collaborate, plan rigorous lessons, use data to solve problems, and share their opinions when making decisions regarding instruction.

School administrators provide opportunities for teachers to collaborate in department, grade level teams, and vertical teams. During collaborative planning, teachers are given the opportunity to participate in lesson study activities, design rigorous lesson plans based on core standards, and review formative data to drive instruction which determine a curricular focus. Collaboration opportunities help teachers analyze standards, review instructional progressions amongst grade levels, and consider trends in student performance which place students at a tier 1, 2, or 3 level. Once tiered levels are determined, teachers can present strategic suggestions to members of Synergy Teams when placing students in interventions and progress monitoring tracks or providing enrichment opportunities. Oftentimes, principals use Title I funds to offer additional collaboration opportunities which are guided by a grade level facilitator, Professional Development Specialist, Instructional Coach, or school administrator.

When working towards the vision of Marion County Public Schools, all stakeholders understand the quality of instruction needed to prepare graduates for a successful life. Students are the core of every instructional decision. In order to plan and create rigorous lessons, become master teachers, and challenge students successfully, teachers must play an active role in learning his/her craft. Teachers are provided professional development via face to face, hybrid, online opportunities, and through PLC's. Teachers are recruited to be leaders who deliver professional development, and help create curriculum maps and district assessments. Their expertise allows them to assess their practices through Deliberate Practice Plans, mentor rookie or developing teachers, or participate in learning walks on their campuses or at other schools.

As a result of teacher feedback, the Professional Development Council was established to allow representatives from different curriculum departments and schools to consider teachers' and students' needs and trends to create PD calendars which drive a curricular focus. Professional development opportunities are funded via District MIP, Title I and Title II funds.

Finally, Professional Development Specialist (reading) and Instructional Coaches (math) serve teachers by modeling effective instructional strategies, delivering professional development, coaching groups or individual teachers, and monitoring formative and progress monitoring data for tier 1, 2 and 3 students.

- School administrators are able to determine the needs of their staff and students to plan effective professional development. In addition to the aforementioned professional development opportunities, school based administrators fund consultants to work with teachers, incorporate professional learning communities, and allow teachers opportunities for action research.
- Additionally, principals of turn around schools developed a PLC plan and submitted them to the Executive Director of K12 Academic Services. These plans will be monitored by the Professional Development Director to ensure fidelity of the plans. Plans include PLC

implementation which guides teachers through the planning model. The planning model demonstrates effective planning components which will help teachers understand essential, important, and compact standards as teachers produce rigorous lessons.

AMBITIOUS INSTRUCTION AND LEARNING

The Executive Director of K-12 Academic Services, supervises Program Specialists who help design curriculum, select State adopted curriculum, and create professional development designed to impact instruction. She collaborates with the Executive Directors of Student Services and School Development and Evaluation and the Directors Technology & Infrastructure and Grants & Federal Programs to deliver quality core, supplemental curricula, and design digital classrooms that are rigorous and engaging. When designing curriculum and creating professional development, Program Specialists focus on Florida Standards and Next Generation Science Standards coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. Finally, she works with school administrators to create a master schedule that allots time for core instruction, interventions/enrichment, and collaborative planning.

The Directors of Technology & Infrastructure and Grants & Federal Programs seek grants to offer digital classrooms and fund research based supplement curriculum for students. Digital classrooms level the playing field for all modalities and encourage student engagement. The Director of Technology & Infrastructure identify schools' needs, infrastructure, and funds when coordinating with vendors and school administrators. Ideally, initial purchases and upgrades are meant to deliver core instruction and interventions. Afterwards, the Director of Grants & Federal Programs monitor School Improvement Plans and Title I budgets that assesses teacher and student needs to fund supplemental curriculum and a limited amount of technology that encourages student engagement. Finally, she also determines the needs of individual and groups of schools to offer programs such as VPK and after school tutoring as well as digital curriculum which supports core instruction and interventions.

Teachers are encouraged to design lessons that incorporate technology and supplemental curriculum which differentiates lessons for individuals and groups of students. The Executive Director of School Development & Evaluation offers administrative professional development in the Charlotte Danielson evaluation framework. The framework support lessons and are designed to provide feedback to students, and incorporate the gradual release strategy while differentiating for individual and groups of students. Additionally, when planning lessons, teachers must consider formative assessment data. Data from such offer insight on student data trends.

- Turn around schools receive support to help manage instruction and learning. The Deputy Superintendent works with principals and other members of the Executive Cabinet to place instructional units at schools that are designed to meet the needs of class size. However, for turnaround schools, she has designated more teacher and intervention paraprofessional units. Schools are assigned a district liaison who will visit schools at least bi-weekly to offer support to principals in many capacities such as facilitating

walkthroughs or providing fidelity checks in intervention and enrichment classes. Additionally, Program Specialists (ELA and Math) will visit schools monthly for added support. However, Intervention Specialists (ELA) will visit schools bi-weekly. Finally, schools will receive two district facilitated walkthroughs which offer instructional trends as to keep the vision of the SIP.

SAFE AND SUPPORTIVE ENVIRONMENT

The district's strategic plan is the core of education in Marion County. The district team supports the five goals as outlined in the strategic plan. The identified goals are: (1) support safe, secure, and respectful schools, (2) maximize federal, state, and local resources to ensure the most effective and efficient use of revenues, (3) hire, develop, retain, and support the most highly qualified teachers, administrators, and support personnel, (4) improve the quality, integrity, and delivery of our communication to meet the needs of all stakeholders, and (5) improve academic achievement for all student and increase the percent of students graduating, equipped for post-secondary education and work through rigorous integrated curricula within a multi-tiered system of support. The ultimate consideration is to create a climate and culture of high expectations, highly effective teachers, and highly motivated students.

Guidance and resources are key to keeping our students and staff safe on campuses. The Executive Director of Student Services provides guidance for schools regarding the Marion County Code of Student Conduct using a Multi-Tiered System of Support. Assistant Principals of Discipline, Student Services Managers, and Peer Counselors meet monthly to discuss trends in data and share best practices (discipline and attendance). Guidance Counselors meet monthly to share information that will assist teachers in providing a quality education for students, and crisis teams are arranged to council students if tragedies may occur.

Schools are trained in the Positive Behavior Support (PBS) system to discipline students and manage classes as to provide intrinsic affirmations to students as they excel. Each school organizes a Synergy team to provide guidance for students identified as Tier 2 or Tier 3. Appropriate interventions are assigned and progress monitored continuously.

Synergy teams are facilitated by Student Services personnel to guide conversations, specifically discussing early warning data, school data trends, and instruction to determine progress of students at all levels of the MTSS spectrum. Information discussed at meetings provide school administrators with guidance on the fidelity of core, enrichments, and intervention groups. Information also speaks to the infrastructure on the school wide behavior system in regards to managing student behavior to create engaging, instructional environments where students are free to innovate, collaborate, and problem solve.

- Principals of turn around schools create SIP's which include a framework that provides school wide expectations for behavior and appropriate counseling procedures to build character and self-esteem. Schools implement the Attendance Counts initiative which attempts to improve attendance for truant students and rewards students for attending school.

FAMILY AND COMMUNITY INVOLVEMENT

The Superintendent established a group of community members, parents, and business leaders called Engage in Education. The Executive Directors of Student Services and the Public Education Foundation recruit members to determine how the community can become involved in educating the students of Marion County. Meetings are held quarterly and are open to the public. The Executive Director of the Public Education Foundation also works with businesses to create partnerships with schools. Business partners are members of the SAC and PTO, provide monetary donations, and volunteer in schools. These partnerships improve the overall perception of schools, and offer opportunities for schools to share current events and successes.

The Grants & Federal Programs Title I Department offers district parent involvement opportunities based on feedback from parents. Meetings occur throughout the year. However, each school designates a parent liaison who meets on a monthly basis with the Title I parent involvement coordinator. The coordinator offers training and support to liaisons in a train the trainer option. Information is shared with school administrators, who apply the information to school facilitated parent involvement programs, events, and trainings. Additionally, the Title I Department facilitates a quarterly meeting for parents of migrant students where members of the community are present and offers ideas to help assist migrant families. Finally, the ESOL Department meets each semester with parents through the District ESOL committee. This group meets to ensure a quality education for ESOL students.

Schools offer a variety of parent involvement/engagement opportunities through SAC, PTO, parent nights, parent conference nights, and other events to include, involve, and engage parents. Parents are encouraged to volunteer in schools and be an advocate for their students. Parents of the SAC are encouraged to build relationships with members of the community and parents. Ideally they are a catalyst for communication and help improve the school's culture.

- Administrators of turn around schools will work with their district liaison to ensure parents are provided effective involvement and engagement activities. Schools establish SAC committees, representing their school's community, to help create policy and approve School Improvement Plans. Administrators will also convene quarterly CAT meetings to provide feedback to parent and community members.
- School's parent liaison will work closely with the district Parent Involvement coordinator to monitor the school's Parent Involvement Plan (PIP) and receive training to help the school's family engagement goals.

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.

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

Marion County Public Schools

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)

Option 1: District-Managed Turnaround

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

Option 2: Closure

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

Option 3: Charter

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

Option 4: External Operator

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

Option 5: Hybrid

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

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

Marion County Public schools has selected option 1, district managed turnaround to improve school achievement. This option offers internal supports and guidance from the district to schools. Principals of turnaround schools are assigned a district liaison who visit schools at least bi-weekly. All turnaround principals and liaisons meet monthly to discuss the progress of the implementation. Schools will receive curricular support visits by program and interventions specialists to ensure teachers' understanding, planning and delivering rigorous standards based instruction.

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.

- George Tomy, Superintendent
- Lisa Krysalka, Deputy Superintendent
- Renee Dudley, Executive Director, K12 Academic Services
- Valda Niznik, Director, K12 Academic Services, Elementary Education and Physical Education
- Tara Hart, Director, K12 Academic Services, Professional Development and Reading
- Donna Otzel, Director, K12 Academic Services, Secondary Education and Assessment
- Linda Maxwell, Program Specialist, K12 Academic Services, Elementary ELA
- Jamie Brasington, Program Specialist, K12 Academic Services, Reading Interventions
- Kelly Ashberger, Program Specialist, K12 Academic Services, Elementary Math
- Erin Howe, Program Specialist, K12 Academic Services, K-12 Social Studies
- Jane Beebe, Program Specialist, K12 Academic Services, K-12 Science
- Anna DeWese, Ed, D., Director Grants & Federal Programs, English Language Learners
- Beth Aten, Grants & Federal Programs, Coordinator, Early Learning Coordinator
- Donna Cook, Grants & Federal Programs, Coordinator, Reading and Math
- Janine Grover, Grants & Federal Programs, Lead ESOL Resource Facilitator

- Mark Vianello, Executive Director, Student Services
- Matt Lane, Director, Psychological and Social Work Services
- Barbara Dobbins, Director, Exceptional Student Education
- Adrienne Ellers, Lead Behavior Analyst
- Viviana Prieto, ESE Program Specialist, Gifted Students
- Jaycee Oliver, Executive Director, Human Resources

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

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

The district facilitates improvement in the intensity of interventions for schools not making academic improvements as determined by student performance data and confirmed by administrative observations. Using school provided analysis data, the district may reallocate resources to support schools in need. Schools are supported by district synergy teams assigned to feeder patterns to enhance delivery of services to support student success.

Emerald Shores Elementary

Data shows high teacher turnover which negatively impacts instruction and student performance regarding discipline, attendance, and academics. As a result, the school has struggled to improve and maintain a “C” or higher grade. New units were added to the school to provide support to teachers and students along with other supplemental curriculum as outlined below.

- An experienced principal, Stacy Houston, has been assigned to the school, July 1, 2016
- An experienced Assistant Principal, Joy Baxley has been assigned to the school, December 2015.
- The school has been assigned a Multi-tiered Systems of Support (MTSS Specialist) to support the process and provide appropriate interventions for students (academic and behavioral).
- Brittany Maio, full time professional Development Specialist, transferred to Emerald Shores August 2016.
- An experienced math coach, Megan Parks, was hired August 2016 in a part time position.
- Guidance Counselor, Samantha Ewart was hired December 2015 after the position was vacant for the first semester of the 2015-2016 school year.

- Beatrice Johnson Parent Liaison, was hired by the Title I to assist with home school communication and to track attendance through the TRAC program.
- Seven intervention paraprofessionals have been funded to assist with reading and math interventions.
- The complete iReady program (diagnostics, mastery assessments, ready books, and toolbox) has been purchased to ensure standards based curriculum is taught by veteran and novice teachers.
- Jami Brasington, Reading Intervention Specialist visits the campus bi-weekly to ensure fidelity of interventions.
- Linda Maxwell, ELA Program Specialist visits the campus monthly to ensure fidelity of standards based instruction.
- Kelly Ashberger, Elementary Math Program Specialist visits monthly to ensure fidelity of standards based instruction.
- The school has been assigned a district liaison, Renee Dudley, who meets with the principal by-weekly and checks in with the principal weekly (at minimum).
- The district is applying for the SIG “Cohort 4” opportunity to target early learning.

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.

Emerald Shores Elementary

Anna DeWese, Ed. D. is the Director of Grants and Federal Programs. One of the many tasks assigned is DA contact to the Regional Executive Director in regards to School Improvement, Differentiated Accountability (prevent, focus, and priority schools), and turn around options. Dr. DeWese works with Kathy Quelland, Executive Director, School Development and Evaluation to help principals at focus and priority schools as well as turnaround schools. She also works with the school’s district liaison, Renee Dudley, Executive Director of K12 Academics to ensure the turnaround plan is being monitored for fidelity. Stacy Houston, principal of Emerald Shores, reports directly to Kathy Quelland who reports 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.

Emerald Shores Elementary

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring as well as staffing for a lower class size ratio. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers. The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals which in turn will increase graduation rates.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment of staff. All staffing recommendations will be presented to the superintendent for final determination.

Teachers with less than “effective” VAM scores will be replaced at the end of the 2016-2017 school year at each of the four Implementing TOP's schools; Evergreen, Emerald Shores, Sunrise, and Lake Weir Middle.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment staff. All staffing recommendations will be presented to the superintendent for final determination.

Emerald Shores Elementary

Stacy Houston was previously the principal at Anthony Elementary in 2012 before being transferred to Emerald Shores July 2016. Since she is a new principal at a TOP Year 1 Implementing school, she has been informed by the Superintendent that she will be replaced if the school does not increase their letter grade to a “C” grade or higher.

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).

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.

Area of Focus 1

The district will use AIMS Web, iReady, and district learning checks to progress monitor school data. AIMS Web and iReady provide diagnostics three time per year. However, tier 2 (bi-weekly) and 3 (weekly) students are progress monitored more frequently. Students enrolled in the iReady program have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Area of Focus 4

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent, Deputies, and Executive Director of School Development & Evaluation actively recruit teacher leaders and assistant principals to take on the roles of assistant principal and principal. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are vetted, they are placed in schools whose needs can be met by the strength of the incoming assistant principal or principal.

Additionally, current principals and assistant principals are vetted to ensure they are placed in key schools to improve student and teacher performance and school culture and morale.

Area of Focus 5

Three of the four schools, Emerald Shores, Evergreen, and Sunrise have one additional hour added to the school day. This hour is used to provide extra reading intervention and enrichment allowing schools to have a 120 minute ELA block and two 45 minute intervention blocks. In summer 2017, the district expects to incorporate summer school options for students at Lake Weir Middle school focusing on gaps in standards in ELA and math to reduce the summer slide effect and improve proficiency.

Phase 1

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- Review relevant school performance data
- Make a determination regarding “root causes” for low performance (using “Step Zero” and other significant data)

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.

1. The following activities are efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process:
 - a. CAT Meetings
 - b. School Advisory Council (SAC)/PTO Meetings
 - c. Parent Trainings
2. Families and community members will be notified via:
 - a. Newsletters,
 - b. Public Service Announcements,
 - c. Skylert Messages,
 - d. and Flyers
3. Evidence of meeting notifications with parents will include
 - a. Times and location of meetings
 - b. Evidence the meeting will be made convenient for parents and guardians

2. Documentation

- a. CAT Recruitment Letter (Superintendent)
- b. Marketing Materials (attempts to build interest in the turnaround process)
- c. Stakeholder Surveys (analysis of results)
- d. (Parent Survey, Instructional and Non-Instructional Staff Surveys)
- e. Meeting calendars, agendas, sign-in sheets and minutes
- f. Press Release announcing meeting dates, times, and locations

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.

EFFECTIVE LEADERSHIP

The vision of Marion County Public Schools is simple, “developing successful citizens, every student every day”. In order to accomplish this vision, the mission is to “graduate all students from high school possessing the skills and knowledge necessary to excel in a post-secondary path”. The infrastructure by which the system is built places a strong emphasis on foundational skills at the early learning level and progresses to high school and ultimately graduation. Five basic principles are the foundation of the county’s vision. Students will score at or above the state average on all assessments. Students will master foundational skills and the number students taking industry certifications will increase annually. Schools will provide students with an opportunity for acceleration, and finally an emphasis is placed on hiring, recruiting, and retaining effective and highly effective teachers.

When creating an atmosphere of trust and respect, the district and school based leadership use the problem solving process, coupled with data, to determine an instructional focus. School administrators provide information, ideas, and share best practice. Trust is established when principals are valued, communication is clear, and transparency is the cornerstone of the decision making process. In Marion County, school based administrators are provided multiple opportunities to make decisions in terms of hiring, curriculum development, creating professional development plans, and participating in the MTSS process.

The Superintendent hires and appoints school leaders through a sophisticated technique which allows principals to offer input and select potential leaders. The Executive Director of School Development and Evaluation provides professional development to administrators, offers technical assistance in regards to monitoring and evaluation faculty and staff, and collaborates with the Executive Directors of Student Services and K-12 Academics, and mentor administrators to determine the types of resources and services school based administrators need to perform the duties of their jobs effectively. During the 16-17 school year, the Executive Director of School Development and Evaluation will work strategically with turnaround principals and assistant principals to ensure fidelity of the evaluation process (inter-rater reliability, strategic conversations, and collaborating with Professional Development Specialists and Instructional Coaches) to improve core instruction.

The Executive Director of K-12 Academics designs curriculum meetings based on survey data from principals and assistant principals to include curriculum and data updates and professional development involving “planning” through PLC’s. Curriculum updates are aligned to Florida Standards. Data in all forms will provide opportunities for principals to aggregate data and understand how their schools rank in terms of early warning data, learning check data, AIMSWeb data, and intervention data. Turn around administrators will have data specific to their schools, collaboration opportunities, and will be assigned a district liaison.

The Executive Director of Student Services oversees, Guidance and Testing, ESE, Alternative Programs, Social Work and Psychology Services. The Executive Director meets with assistant principals and deans to discuss discipline, attendance, and early warning trends. Meetings occur on a monthly basis and are designed to improve student engagement by improving discipline and attendance. He also coordinates Synergy Team meetings at the district level which provide MTSS guidance for school administrators and members of the leadership team and provide guidance in regards to resource allocation for schools and feeder patterns.

- Principals of turn around schools will meet monthly with the Executive Directors of K12 Academics and School Development & Evaluation to discuss trends in data regarding student performance trends as they relate to the vision of the school outlined in the SIP’s. The information gathered will assist principals as they mentor, support, and guide instruction on their campuses.

PUBLIC AND COLLABORATIVE TEACHING

In creating an environment grounded with high expectations and mutual respect infused in a culture based on learning, teachers must be given the opportunity to collaborate, plan rigorous lessons, use data to solve problems, and share their opinions when making decisions regarding instruction.

School administrators provide opportunities for teachers to collaborate in department, grade level teams, and vertical teams. During collaborative planning, teachers are given the opportunity to participate in lesson study activities, design rigorous lesson plans based on core standards, and review formative data to drive instruction which determine a curricular focus. Collaboration opportunities help teachers analyze standards, review instructional progressions amongst grade levels, and consider trends in student performance which place students at a tier 1, 2, or 3 level. Once tiered levels are determined, teachers can present strategic suggestions to members of Synergy Teams when placing students in interventions and progress monitoring tracks or providing enrichment opportunities. Oftentimes, principals use Title I funds to offer additional collaboration opportunities which are guided by a grade level facilitator, Professional Development Specialist, Instructional Coach, or school administrator.

When working towards the vision of Marion County Public Schools, all stakeholders understand the quality of instruction needed to prepare graduates for a successful life. Students are the core of every instructional decision. In order to plan and create rigorous lessons, become master teachers, and challenge students successfully, teachers must play an active role in learning his/her craft. Teachers are provided professional development via face to face, hybrid, online opportunities, and through PLC's. Teachers are recruited to be leaders who deliver professional development, and help create curriculum maps and district assessments. Their expertise allows them to assess their practices through Deliberate Practice Plans, mentor rookie or developing teachers, or participate in learning walks on their campuses or at other schools.

As a result of teacher feedback, the Professional Development Council was established to allow representatives from different curriculum departments and schools to consider teachers' and students' needs and trends to create PD calendars which drive a curricular focus.

Professional development opportunities are funded via District MIP, Title I and Title II funds.

Finally, Professional Development Specialist (reading) and Instructional Coaches (math) serve teachers by modeling effective instructional strategies, delivering professional development, coaching groups or individual teachers, and monitoring formative and progress monitoring data for tier 1, 2 and 3 students.

- School administrators are able to determine the needs of their staff and students to plan effective professional development. In addition to the aforementioned professional development opportunities, school based administrators fund consultants to work with teachers, incorporate professional learning communities, and allow teachers opportunities for action research.
- Additionally, principals of turn around schools developed a PLC plan and submitted them to the Executive Director of K12 Academic Services. These plans will be monitored by the Professional Development Director to ensure fidelity of the plans. Plans include PLC

implementation which guides teachers through the planning model. The planning model demonstrates effective planning components which will help teachers understand essential, important, and compact standards as teachers produce rigorous lessons.

AMBITIOUS INSTRUCTION AND LEARNING

The Executive Director of K-12 Academic Services, supervises Program Specialists who help design curriculum, select State adopted curriculum, and create professional development designed to impact instruction. She collaborates with the Executive Directors of Student Services and School Development and Evaluation and the Directors Technology & Infrastructure and Grants & Federal Programs to deliver quality core, supplemental curricula, and design digital classrooms that are rigorous and engaging. When designing curriculum and creating professional development, Program Specialists focus on Florida Standards and Next Generation Science Standards coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. Finally, she works with school administrators to create a master schedule that allots time for core instruction, interventions/enrichment, and collaborative planning.

The Directors of Technology & Infrastructure and Grants & Federal Programs seek grants to offer digital classrooms and fund research based supplement curriculum for students. Digital classrooms level the playing field for all modalities and encourage student engagement. The Director of Technology & Infrastructure identify schools' needs, infrastructure, and funds when coordinating with vendors and school administrators. Ideally, initial purchases and upgrades are meant to deliver core instruction and interventions. Afterwards, the Director of Grants & Federal Programs monitor School Improvement Plans and Title I budgets that assesses teacher and student needs to fund supplemental curriculum and a limited amount of technology that encourages student engagement. Finally, she also determines the needs of individual and groups of schools to offer programs such as VPK and after school tutoring as well as digital curriculum which supports core instruction and interventions.

Teachers are encouraged to design lessons that incorporate technology and supplemental curriculum which differentiates lessons for individuals and groups of students. The Executive Director of School Development & Evaluation offers administrative professional development in the Charlotte Danielson evaluation framework. The framework support lessons and are designed to provide feedback to students, and incorporate the gradual release strategy while differentiating for individual and groups of students. Additionally, when planning lessons, teachers must consider formative assessment data. Data from such offer insight on student data trends.

- Turn around schools receive support to help manage instruction and learning. The Deputy Superintendent works with principals and other members of the Executive Cabinet to place instructional units at schools that are designed to meet the needs of class size. However, for turnaround schools, she has designated more teacher and intervention paraprofessional units. Schools are assigned a district liaison who will visit schools at least bi-weekly to offer support to principals in many capacities such as facilitating

walkthroughs or providing fidelity checks in intervention and enrichment classes. Additionally, Program Specialists (ELA and Math) will visit schools monthly for added support. However, Intervention Specialists (ELA) will visit schools bi-weekly. Finally, schools will receive two district facilitated walkthroughs which offer instructional trends as to keep the vision of the SIP.

SAFE AND SUPPORTIVE ENVIRONMENT

The district's strategic plan is the core of education in Marion County. The district team supports the five goals as outlined in the strategic plan. The identified goals are: (1) support safe, secure, and respectful schools, (2) maximize federal, state, and local resources to ensure the most effective and efficient use of revenues, (3) hire, develop, retain, and support the most highly qualified teachers, administrators, and support personnel, (4) improve the quality, integrity, and delivery of our communication to meet the needs of all stakeholders, and (5) improve academic achievement for all student and increase the percent of students graduating, equipped for post-secondary education and work through rigorous integrated curricula within a multi-tiered system of support. The ultimate consideration is to create a climate and culture of high expectations, highly effective teachers, and highly motivated students.

Guidance and resources are key to keeping our students and staff safe on campuses. The Executive Director of Student Services provides guidance for schools regarding the Marion County Code of Student Conduct using a Multi-Tiered System of Support. Assistant Principals of Discipline, Student Services Managers, and Peer Counselors meet monthly to discuss trends in data and share best practices (discipline and attendance). Guidance Counselors meet monthly to share information that will assist teachers in providing a quality education for students, and crisis teams are arranged to council students if tragedies may occur.

Schools are trained in the Positive Behavior Support (PBS) system to discipline students and manage classes as to provide intrinsic affirmations to students as they excel. Each school organizes a Synergy team to provide guidance for students identified as Tier 2 or Tier 3. Appropriate interventions are assigned and progress monitored continuously.

Synergy teams are facilitated by Student Services personnel to guide conversations, specifically discussing early warning data, school data trends, and instruction to determine progress of students at all levels of the MTSS spectrum. Information discussed at meetings provide school administrators with guidance on the fidelity of core, enrichments, and intervention groups. Information also speaks to the infrastructure on the school wide behavior system in regards to managing student behavior to create engaging, instructional environments where students are free to innovate, collaborate, and problem solve.

- Principals of turn around schools create SIP's which include a framework that provides school wide expectations for behavior and appropriate counseling procedures to build character and self-esteem. Schools implement the Attendance Counts initiative which attempts to improve attendance for truant students and rewards students for attending school.

FAMILY AND COMMUNITY INVOLVEMENT

The Superintendent established a group of community members, parents, and business leaders called Engage in Education. The Executive Directors of Student Services and the Public Education Foundation recruit members to determine how the community can become involved in educating the students of Marion County. Meetings are held quarterly and are open to the public. The Executive Director of the Public Education Foundation also works with businesses to create partnerships with schools. Business partners are members of the SAC and PTO, provide monetary donations, and volunteer in schools. These partnerships improve the overall perception of schools, and offer opportunities for schools to share current events and successes.

The Grants & Federal Programs Title I Department offers district parent involvement opportunities based on feedback from parents. Meetings occur throughout the year. However, each school designates a parent liaison who meets on a monthly basis with the Title I parent involvement coordinator. The coordinator offers training and support to liaisons in a train the trainer option. Information is shared with school administrators, who apply the information to school facilitated parent involvement programs, events, and trainings. Additionally, the Title I Department facilitates a quarterly meeting for parents of migrant students where members of the community are present and offers ideas to help assist migrant families. Finally, the ESOL Department meets each semester with parents through the District ESOL committee. This group meets to ensure a quality education for ESOL students.

Schools offer a variety of parent involvement/engagement opportunities through SAC, PTO, parent nights, parent conference nights, and other events to include, involve, and engage parents. Parents are encouraged to volunteer in schools and be an advocate for their students. Parents of the SAC are encouraged to build relationships with members of the community and parents. Ideally they are a catalyst for communication and help improve the school's culture.

- Administrators of turn around schools will work with their district liaison to ensure parents are provided effective involvement and engagement activities. Schools establish SAC committees, representing their school's community, to help create policy and approve School Improvement Plans. Administrators will also convene quarterly CAT meetings to provide feedback to parent and community members.
- School's parent liaison will work closely with the district Parent Involvement coordinator to monitor the school's Parent Involvement Plan (PIP) and receive training to help the school's family engagement goals.

B. Turnaround Option Selection

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

Option 1: District-Managed Turnaround

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

Option 2: Closure

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

Option 3: Charter

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

Option 4: External Operator

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

Option 5: Hybrid

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

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

Marion County Public schools has selected option 1, district managed turnaround to improve school achievement. This option offers internal supports and guidance from the district to schools. Principals of turnaround schools are assigned a district liaison who visit schools at least bi-weekly. All turnaround principals and liaisons meet monthly to discuss the progress of the implementation. Schools will receive curricular support visits by program and interventions specialists to ensure teachers’ understanding, planning and delivering rigorous standards based instruction.

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.

- George Tomy, Superintendent
- Lisa Krysalka, Deputy Superintendent
- Renee Dudley, Executive Director, K12 Academic Services
- Valda Niznik, Director, K12 Academic Services, Elementary Education and Physical Education
- Tara Hart, Director, K12 Academic Services, Professional Development and Reading
- Donna Otzel, Director, K12 Academic Services, Secondary Education and Assessment
- Linda Maxwell, Program Specialist, K12 Academic Services, Elementary ELA
- Jamie Brasington, Program Specialist, K12 Academic Services, Reading Interventions
- Kelly Ashberger, Program Specialist, K12 Academic Services, Elementary Math
- Erin Howe, Program Specialist, K12 Academic Services, K-12 Social Studies
- Jane Beebe, Program Specialist, K12 Academic Services, K-12 Science
- Anna DeWese, Ed, D., Director Grants & Federal Programs, English Language Learners
- Beth Aten, Grants & Federal Programs, Coordinator, Early Learning Coordinator
- Donna Cook, Grants & Federal Programs, Coordinator, Reading and Math
- Janine Grover, Grants & Federal Programs, Lead ESOL Resource Facilitator

- Mark Vianello, Executive Director, Student Services
- Matt Lane, Director, Psychological and Social Work Services
- Barbara Dobbins, Director, Exceptional Student Education
- Adrienne Ellers, Lead Behavior Analyst
- Viviana Prieto, ESE Program Specialist, Gifted Students
- Jaycee Oliver, Executive Director, Human Resources

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

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

The district facilitates improvement in the intensity of interventions for schools not making academic improvements as determined by student performance data and confirmed by administrative observations. Using school provided analysis data, the district may reallocate resources to support schools in need. Schools are supported by district synergy teams assigned to feeder patterns to enhance delivery of services to support student success.

Evergreen Elementary

Data shows high teacher turnover which negatively impacts instruction and student performance regarding discipline, attendance, and academics. As a result, the school has struggled to improve and maintain a “C” or higher grade. New units were added to the school to provide support to teachers and students along with other supplemental curriculum as outlined below.

- An experienced principal, Wayne Livingston, has been assigned to the school, July 1, 2016.
- A \$5,000 supplement has been offered to effective and highly effective teachers choosing to teach at the school.
- The school has been assigned one additional student management unit, Matthew Devilling and Jason Jacobs and a behavior specialist to support teachers and students in the Positive Behavior Support (PBS) system.
- A Coordinator, Elizabeth Lazar, was hired to assist the administration with the teacher evaluation model and student management.
- Seven intervention paraprofessionals have been funded to assist with reading and math interventions.
- A full time Professional Development Specialist (PDS), Christie Davis and a part time Math Coach, Amie McCamley has been hired to provide support in effective planning techniques and professional development.
- The Neuro-Development for Words (NOW) Training has been funded to help teachers in VPK and Kindergarten teach reading foundations as students enter Kindergarten underprepared, monitored by Jamie Brasington (KDG) and Beth Aten (VPK).

- The complete iReady program (diagnostics, standards mastery assessments, ready books, and toolbox) has been purchased to ensure standards based curriculum is taught by veteran and novice teachers.
- Jami Brasington, Reading Intervention Specialist visits the campus bi-weekly to ensure fidelity of interventions.
- Linda Maxwell, ELA Program Specialist visits the campus monthly to ensure fidelity of standards based instruction.
- Kelly Ashberger, Elementary Math Program Specialist visits monthly to ensure fidelity of standards based instruction.
- The school has been assigned a district liaison, Anna DeWese, Ed. D., who meets with the principal by-weekly and checks in with the principal weekly (at minimum). Both meet with the Executive Director of K12 Academics monthly to provide updates.

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.

Evergreen Elementary

Anna DeWese, Ed. D. is the Director of Grants and Federal Programs. One of the many tasks assigned is DA contact to the Regional Executive Director in regards to School Improvement, Differentiated Accountability (prevent, focus, and priority schools), and turn around options. Dr. DeWese works with Kathy Quelland, Executive Director, School Development and Evaluation to help principals at focus and priority schools as well as turnaround schools. She is also the district liaison to Evergreen. Mr. Livingston, principal of Evergreen, reports directly to Kathy Quelland who reports 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.

Evergreen Elementary

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring as well as staffing for a lower class size ratio. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers. The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will

have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals which in turn will increase graduation rates.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalca, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment of staff. All staffing recommendations will be presented to the superintendent for final determination.

Teachers with less than “effective” VAM scores will be replaced at the end of the 2016-2017 school year at each of the four Implementing TOP's schools; Evergreen, Emerald Shores, Sunrise, and Lake Weir Middle.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalca, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment staff. All staffing recommendations will be presented to the superintendent for final determination.

Evergreen Elementary

Wayne Livingston was previously the principal at Evergreen in 2004, Ft. King Middle, and Lake Weir High before returning to Evergreen Elementary July 2016. Since he is a new principal at a TOP Year 1 Implementing school, he has been informed by the Superintendent that he will be replaced if the school does not increase their letter grade to a “C” grade or higher.

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).

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.

Area of Focus 1
 The district will use AIMS Web, iReady, and district learning checks to progress monitor school data. AIMS Web and iReady provide diagnostics three time per year. However, tier 2 (bi-weekly) and 3 (weekly) students are progress monitored more frequently. Students enrolled in the iReady program have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Area of Focus 4

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent, Deputies, and Executive Director of School Development & Evaluation actively recruit teacher leaders and assistant principals to take on the roles of assistant principal and principal. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are vetted, they are placed in schools whose needs can be met by the strength of the incoming assistant principal or principal.

Additionally, current principals and assistant principals are vetted to ensure they are placed in key schools to improve student and teacher performance and school culture and morale.

Area of Focus 5

Three of the four schools, Emerald Shores, Evergreen, and Sunrise have one additional hour added to the school day. This hour is used to provide extra reading intervention and enrichment allowing schools to have a 120 minute ELA block and two 45 minute intervention blocks. In summer 2017, the district expects to incorporate summer school options for students at Lake Weir Middle school focusing on gaps in standards in ELA and math to reduce the summer slide effect and improve proficiency.

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.

- EMERALD SHORES ELEMENTARY SCHOOL (0561)
- EVERGREEN ELEMENTARY SCHOOL (0581)
- LAKE WEIR MIDDLE SCHOOL (0281)
- SUNRISE ELEMENTARY SCHOOL (0571)

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

The Community Assessment Team (CAT) will be comprised of representatives from each of the following: K12 Academic Services including Federal Programs, School Development and Evaluation, Student Services, Professional Development Specialists (PDS) & Mathematics Coaches (Elementary & Secondary), School Business Partners, Regional Executive Director, SAC (Parents) Teachers (Elementary & Secondary), and Community Activists; making an effort to have balanced representation from each Feeder Pattern.

Each school’s CAT team that will meet quarterly to discuss and review academic, attendance, and discipline data. Meetings will provide an opportunity for members to determine barriers for success, make recommendations to improve student achievement and performance, and create an action plan for improvement using the eight step process.

The CAT team will be formed at the school level, and the district liaison will be assigned to each school to conduct a review of student performance data, determine root causes for low performance and to make recommendations for school improvement.

- Quarterly meetings
- Develop, support, and facilitate policies and procedures which will guide implementation of the plan
 - Extended school day opportunities, Student Code of Conduct, Multi-tiered Systems of Support (MTSS), Positive Behavior Support (PBS), School Improvement Plans (SIP), and family engagement
- Review relevant school performance data
- Make a determination regarding “root causes” for low performance (using “Step Zero” and other significant data)

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.

1. The following activities are efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process:
 - a. CAT Meetings
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2. Families and community members will be notified via:
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 - a. Times and location of meetings
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2. Documentation

- a. CAT Recruitment Letter (Superintendent)
- b. Marketing Materials (attempts to build interest in the turnaround process)
- c. Stakeholder Surveys (analysis of results)
- d. (Parent Survey, Instructional and Non-Instructional Staff Surveys)
- e. Meeting calendars, agendas, sign-in sheets and minutes
- f. Press Release announcing meeting dates, times, and locations

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.

EFFECTIVE LEADERSHIP

The vision of Marion County Public Schools is simple, “developing successful citizens, every student every day”. In order to accomplish this vision, the mission is to “graduate all students from high school possessing the skills and knowledge necessary to excel in a post-secondary path”. The infrastructure by which the system is built places a strong emphasis on foundational skills at the early learning level and progresses to high school and ultimately graduation. Five basic principles are the foundation of the county’s vision. Students will score at or above the state average on all assessments. Students will master foundational skills and the number students taking industry certifications will increase annually. Schools will provide students with an opportunity for acceleration, and finally an emphasis is placed on hiring, recruiting, and retaining effective and highly effective teachers.

When creating an atmosphere of trust and respect, the district and school based leadership use the problem solving process, coupled with data, to determine an instructional focus. School administrators provide information, ideas, and share best practice. Trust is established when principals are valued, communication is clear, and transparency is the cornerstone of the decision making process. In Marion County, school based administrators are provided multiple opportunities to make decisions in terms of hiring, curriculum development, creating professional development plans, and participating in the MTSS process.

The Superintendent hires and appoints school leaders through a sophisticated technique which allows principals to offer input and select potential leaders. The Executive Director of School Development and Evaluation provides professional development to administrators, offers technical assistance in regards to monitoring and evaluation faculty and staff, and collaborates with the Executive Directors of Student Services and K-12 Academics, and mentor administrators to determine the types of resources and services school based administrators need to perform the duties of their jobs effectively. During the 16-17 school year, the Executive Director of School Development and Evaluation will work strategically with turnaround principals and assistant principals to ensure fidelity of the evaluation process (inter-rater reliability, strategic conversations, and collaborating with Professional Development Specialists and Instructional Coaches) to improve core instruction.

The Executive Director of K-12 Academics designs curriculum meetings based on survey data from principals and assistant principals to include curriculum and data updates and professional development involving “planning” through PLC’s. Curriculum updates are aligned to Florida Standards. Data in all forms will provide opportunities for principals to aggregate data and understand how their schools rank in terms of early warning data, learning check data, AIMSWeb data, and intervention data. Turn around administrators will have data specific to their schools, collaboration opportunities, and will be assigned a district liaison.

The Executive Director of Student Services oversees, Guidance and Testing, ESE, Alternative Programs, Social Work and Psychology Services. The Executive Director meets with assistant principals and deans to discuss discipline, attendance, and early warning trends. Meetings occur on a monthly basis and are designed to improve student engagement by improving discipline and attendance. He also coordinates Synergy Team meetings at the district level which provide MTSS guidance for school administrators and members of the leadership team and provide guidance in regards to resource allocation for schools and feeder patterns.

- Principals of turn around schools will meet monthly with the Executive Directors of K12 Academics and School Development & Evaluation to discuss trends in data regarding student performance trends as they relate to the vision of the school outlined in the SIP’s. The information gathered will assist principals as they mentor, support, and guide instruction on their campuses.

PUBLIC AND COLLABORATIVE TEACHING

In creating an environment grounded with high expectations and mutual respect infused in a culture based on learning, teachers must be given the opportunity to collaborate, plan rigorous lessons, use data to solve problems, and share their opinions when making decisions regarding instruction.

School administrators provide opportunities for teachers to collaborate in department, grade level teams, and vertical teams. During collaborative planning, teachers are given the opportunity to participate in lesson study activities, design rigorous lesson plans based on core standards, and review formative data to drive instruction which determine a curricular focus. Collaboration opportunities help teachers analyze standards, review instructional progressions amongst grade levels, and consider trends in student performance which place students at a tier 1, 2, or 3 level. Once tiered levels are determined, teachers can present strategic suggestions to members of Synergy Teams when placing students in interventions and progress monitoring tracks or providing enrichment opportunities. Oftentimes, principals use Title I funds to offer additional collaboration opportunities which are guided by a grade level facilitator, Professional Development Specialist, Instructional Coach, or school administrator.

When working towards the vision of Marion County Public Schools, all stakeholders understand the quality of instruction needed to prepare graduates for a successful life. Students are the core of every instructional decision. In order to plan and create rigorous lessons, become master teachers, and challenge students successfully, teachers must play an active role in learning his/her craft. Teachers are provided professional development via face to face, hybrid, online opportunities, and through PLC's. Teachers are recruited to be leaders who deliver professional development, and help create curriculum maps and district assessments. Their expertise allows them to assess their practices through Deliberate Practice Plans, mentor rookie or developing teachers, or participate in learning walks on their campuses or at other schools.

As a result of teacher feedback, the Professional Development Council was established to allow representatives from different curriculum departments and schools to consider teachers' and students' needs and trends to create PD calendars which drive a curricular focus.

Professional development opportunities are funded via District MIP, Title I and Title II funds.

Finally, Professional Development Specialist (reading) and Instructional Coaches (math) serve teachers by modeling effective instructional strategies, delivering professional development, coaching groups or individual teachers, and monitoring formative and progress monitoring data for tier 1, 2 and 3 students.

- School administrators are able to determine the needs of their staff and students to plan effective professional development. In addition to the aforementioned professional development opportunities, school based administrators fund consultants to work with teachers, incorporate professional learning communities, and allow teachers opportunities for action research.
- Additionally, principals of turn around schools developed a PLC plan and submitted them to the Executive Director of K12 Academic Services. These plans will be monitored by the Professional Development Director to ensure fidelity of the plans. Plans include PLC

implementation which guides teachers through the planning model. The planning model demonstrates effective planning components which will help teachers understand essential, important, and compact standards as teachers produce rigorous lessons.

AMBITIOUS INSTRUCTION AND LEARNING

The Executive Director of K-12 Academic Services, supervises Program Specialists who help design curriculum, select State adopted curriculum, and create professional development designed to impact instruction. She collaborates with the Executive Directors of Student Services and School Development and Evaluation and the Directors Technology & Infrastructure and Grants & Federal Programs to deliver quality core, supplemental curricula, and design digital classrooms that are rigorous and engaging. When designing curriculum and creating professional development, Program Specialists focus on Florida Standards and Next Generation Science Standards coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. Finally, she works with school administrators to create a master schedule that allots time for core instruction, interventions/enrichment, and collaborative planning.

The Directors of Technology & Infrastructure and Grants & Federal Programs seek grants to offer digital classrooms and fund research based supplement curriculum for students. Digital classrooms level the playing field for all modalities and encourage student engagement. The Director of Technology & Infrastructure identify schools' needs, infrastructure, and funds when coordinating with vendors and school administrators. Ideally, initial purchases and upgrades are meant to deliver core instruction and interventions. Afterwards, the Director of Grants & Federal Programs monitor School Improvement Plans and Title I budgets that assesses teacher and student needs to fund supplemental curriculum and a limited amount of technology that encourages student engagement. Finally, she also determines the needs of individual and groups of schools to offer programs such as VPK and after school tutoring as well as digital curriculum which supports core instruction and interventions.

Teachers are encouraged to design lessons that incorporate technology and supplemental curriculum which differentiates lessons for individuals and groups of students. The Executive Director of School Development & Evaluation offers administrative professional development in the Charlotte Danielson evaluation framework. The framework support lessons and are designed to provide feedback to students, and incorporate the gradual release strategy while differentiating for individual and groups of students. Additionally, when planning lessons, teachers must consider formative assessment data. Data from such offer insight on student data trends.

- Turn around schools receive support to help manage instruction and learning. The Deputy Superintendent works with principals and other members of the Executive Cabinet to place instructional units at schools that are designed to meet the needs of class size. However, for turnaround schools, she has designated more teacher and intervention paraprofessional units. Schools are assigned a district liaison who will visit schools at least bi-weekly to offer support to principals in many capacities such as facilitating

walkthroughs or providing fidelity checks in intervention and enrichment classes. Additionally, Program Specialists (ELA and Math) will visit schools monthly for added support. However, Intervention Specialists (ELA) will visit schools bi-weekly. Finally, schools will receive two district facilitated walkthroughs which offer instructional trends as to keep the vision of the SIP.

SAFE AND SUPPORTIVE ENVIRONMENT

The district's strategic plan is the core of education in Marion County. The district team supports the five goals as outlined in the strategic plan. The identified goals are: (1) support safe, secure, and respectful schools, (2) maximize federal, state, and local resources to ensure the most effective and efficient use of revenues, (3) hire, develop, retain, and support the most highly qualified teachers, administrators, and support personnel, (4) improve the quality, integrity, and delivery of our communication to meet the needs of all stakeholders, and (5) improve academic achievement for all student and increase the percent of students graduating, equipped for post-secondary education and work through rigorous integrated curricula within a multi-tiered system of support. The ultimate consideration is to create a climate and culture of high expectations, highly effective teachers, and highly motivated students.

Guidance and resources are key to keeping our students and staff safe on campuses. The Executive Director of Student Services provides guidance for schools regarding the Marion County Code of Student Conduct using a Multi-Tiered System of Support. Assistant Principals of Discipline, Student Services Managers, and Peer Counselors meet monthly to discuss trends in data and share best practices (discipline and attendance). Guidance Counselors meet monthly to share information that will assist teachers in providing a quality education for students, and crisis teams are arranged to council students if tragedies may occur.

Schools are trained in the Positive Behavior Support (PBS) system to discipline students and manage classes as to provide intrinsic affirmations to students as they excel. Each school organizes a Synergy team to provide guidance for students identified as Tier 2 or Tier 3. Appropriate interventions are assigned and progress monitored continuously.

Synergy teams are facilitated by Student Services personnel to guide conversations, specifically discussing early warning data, school data trends, and instruction to determine progress of students at all levels of the MTSS spectrum. Information discussed at meetings provide school administrators with guidance on the fidelity of core, enrichments, and intervention groups. Information also speaks to the infrastructure on the school wide behavior system in regards to managing student behavior to create engaging, instructional environments where students are free to innovate, collaborate, and problem solve.

- Principals of turn around schools create SIP's which include a framework that provides school wide expectations for behavior and appropriate counseling procedures to build character and self-esteem. Schools implement the Attendance Counts initiative which attempts to improve attendance for truant students and rewards students for attending school.

FAMILY AND COMMUNITY INVOLVEMENT

The Superintendent established a group of community members, parents, and business leaders called Engage in Education. The Executive Directors of Student Services and the Public Education Foundation recruit members to determine how the community can become involved in educating the students of Marion County. Meetings are held quarterly and are open to the public. The Executive Director of the Public Education Foundation also works with businesses to create partnerships with schools. Business partners are members of the SAC and PTO, provide monetary donations, and volunteer in schools. These partnerships improve the overall perception of schools, and offer opportunities for schools to share current events and successes.

The Grants & Federal Programs Title I Department offers district parent involvement opportunities based on feedback from parents. Meetings occur throughout the year. However, each school designates a parent liaison who meets on a monthly basis with the Title I parent involvement coordinator. The coordinator offers training and support to liaisons in a train the trainer option. Information is shared with school administrators, who apply the information to school facilitated parent involvement programs, events, and trainings. Additionally, the Title I Department facilitates a quarterly meeting for parents of migrant students where members of the community are present and offers ideas to help assist migrant families. Finally, the ESOL Department meets each semester with parents through the District ESOL committee. This group meets to ensure a quality education for ESOL students.

Schools offer a variety of parent involvement/engagement opportunities through SAC, PTO, parent nights, parent conference nights, and other events to include, involve, and engage parents. Parents are encouraged to volunteer in schools and be an advocate for their students. Parents of the SAC are encouraged to build relationships with members of the community and parents. Ideally they are a catalyst for communication and help improve the school's culture.

- Administrators of turn around schools will work with their district liaison to ensure parents are provided effective involvement and engagement activities. Schools establish SAC committees, representing their school's community, to help create policy and approve School Improvement Plans. Administrators will also convene quarterly CAT meetings to provide feedback to parent and community members.
- School's parent liaison will work closely with the district Parent Involvement coordinator to monitor the school's Parent Involvement Plan (PIP) and receive training to help the school's family engagement goals.

B. Turnaround Option Selection

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

Option 1: District-Managed Turnaround

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

Option 2: Closure

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

Option 3: Charter

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

Option 4: External Operator

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

Option 5: Hybrid

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

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

Marion County Public schools has selected option 1, district managed turnaround to improve school achievement. This option offers internal supports and guidance from the district to schools. Principals of turnaround schools are assigned a district liaison who visit schools at least bi-weekly. All turnaround principals and liaisons meet monthly to discuss the progress of the implementation. Schools will receive curricular support visits by program and interventions specialists to ensure teachers’ understanding, planning and delivering rigorous standards based instruction.

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.

- George Tomy, Superintendent
- Lisa Krysalka, Deputy Superintendent
- Renee Dudley, Executive Director, K12 Academic Services
- Valda Niznik, Director, K12 Academic Services, Elementary Education and Physical Education
- Tara Hart, Director, K12 Academic Services, Professional Development and Reading
- Donna Otzel, Director, K12 Academic Services, Secondary Education and Assessment
- Linda Maxwell, Program Specialist, K12 Academic Services, Elementary ELA
- Jamie Brasington, Program Specialist, K12 Academic Services, Reading Interventions
- Kelly Ashberger, Program Specialist, K12 Academic Services, Elementary Math
- Erin Howe, Program Specialist, K12 Academic Services, K-12 Social Studies
- Jane Beebe, Program Specialist, K12 Academic Services, K-12 Science
- Anna DeWese, Ed, D., Director Grants & Federal Programs, English Language Learners
- Beth Aten, Grants & Federal Programs, Coordinator, Early Learning Coordinator
- Donna Cook, Grants & Federal Programs, Coordinator, Reading and Math
- Janine Grover, Grants & Federal Programs, Lead ESOL Resource Facilitator

- Mark Vianello, Executive Director, Student Services
- Matt Lane, Director, Psychological and Social Work Services
- Barbara Dobbins, Director, Exceptional Student Education
- Adrienne Ellers, Lead Behavior Analyst
- Viviana Prieto, ESE Program Specialist, Gifted Students
- Jaycee Oliver, Executive Director, Human Resources

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

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

The district facilitates improvement in the intensity of interventions for schools not making academic improvements as determined by student performance data and confirmed by administrative observations. Using school provided analysis data, the district may reallocate resources to support schools in need. Schools are supported by district synergy teams assigned to feeder patterns to enhance delivery of services to support student success.

Lake Weir Middle School

Data shows high teacher turnover which negatively impacts instruction and student performance regarding discipline, attendance, and academics. As a result, the school has struggled to improve and maintain a “C” or higher grade. New units were added to the school to provide support to teachers and students along with other supplemental curriculum as outlined below.

- A full time Professional Development Specialist (PDS), Debra Howard and a full time Math Coach, Miranda Turner has been hired to provide support in effective planning techniques and professional development.
- The school has been assigned a Multi-tiered Systems of Support (MTSS Specialist) to support the process and provide appropriate interventions for students (academic and behavioral).
- Two intervention paraprofessionals have been funded to assist with reading and math interventions.
- The complete iReady program (diagnostics, mastery assessments, ready books, and toolbox) has been purchased to ensure standards based curriculum is taught by veteran and novice teachers.
- Casey Buscha, Reading Intervention Specialist visits the campus bi-weekly to ensure fidelity of interventions.
- Connie Carpenter, ELA Program Specialist visits the campus monthly to ensure fidelity of standards based instruction.

- Rebekah Cook, Secondary Math Program Specialist visits the campus monthly to ensure fidelity of standards based instruction.
- The school has been assigned a district liaison, Kathy Quelland, who meets with the principal by-weekly and checks in with the principal weekly (at minimum). Both meet with the Executive Director of K12 Academics monthly to provide updates.
- The district is applying for the SIG “Cohort 4” opportunity to target fifth to sixth grade transition.

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.

Lake Weir Middle School

Anna DeWese, Ed. D. is the Director of Grants and Federal Programs. One of the many tasks assigned is DA contact to the Regional Executive Director in regards to School Improvement, Differentiated Accountability (prevent, focus, and priority schools), and turn around options. Dr. DeWese works with Kathy Quelland, Executive Director, School Development and Evaluation to help principals at focus and priority schools as well as turnaround schools. Kathy Quelland is also the school’s district liaison who ensures the turnaround plan is being monitored for fidelity. Stephanie Callaway, principal of Lake Weir Middle School, reports directly to Kathy Quelland who reports 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.

Lake Weir Middle School

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring as well as staffing for a lower class size ratio. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers. The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals which in turn will increase graduation rates.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment of staff. All staffing recommendations will be presented to the superintendent for final determination.

Teachers with less than “effective” VAM scores will be replaced at the end of the 2016-2017 school year at each of the four Implementing TOP’s schools; Evergreen, Emerald Shores, Sunrise, and Lake Weir Middle.

Lake Weir Middle School

Stephanie Callaway was hired at Emerald Shores Elementary in 2010 before transferring to Lake Weir in 2013. Since she is a returning principal at a TOP Year 1 Implementing school, she has been informed by the Superintendent that she will be replaced if the school does not increase their letter grade to a “C” grade or higher.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment staff. All staffing recommendations will be presented to the superintendent for final determination.

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).

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.

Area of Focus 1

The district will use AIMS Web, iReady, and district learning checks to progress monitor school data. AIMS Web and iReady provide diagnostics three time per year. However, tier 2 (bi-weekly) and 3 (weekly) students are progress monitored more frequently. Students enrolled in the iReady program have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Area of Focus 4

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent, Deputies, and Executive Director of School Development & Evaluation actively recruit teacher leaders and assistant principals to take on the roles of assistant principal and principal. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are vetted, they are placed in schools whose needs can be met by the strength of the incoming assistant principal or principal.

Additionally, current principals and assistant principals are vetted to ensure they are placed in key schools to improve student and teacher performance and school culture and morale.

Area of Focus 5

Three of the four schools, Emerald Shores, Evergreen, and Sunrise have one additional hour added to the school day. This hour is used to provide extra reading intervention and enrichment allowing schools to have a 120 minute ELA block and two 45 minute intervention blocks. In summer 2017, the district expects to incorporate summer school options for students at Lake Weir Middle school focusing on gaps in standards in ELA and math to reduce the summer slide effect and improve proficiency.

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.

- EMERALD SHORES ELEMENTARY SCHOOL (0561)
- EVERGREEN ELEMENTARY SCHOOL (0581)
- LAKE WEIR MIDDLE SCHOOL (0281)
- **SUNRISE ELEMENTARY SCHOOL (0571)**

Part II: Stakeholder Engagement

A. Community Assessment Team

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

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

The Community Assessment Team (CAT) will be comprised of representatives from each of the following: K12 Academic Services including Federal Programs, School Development and Evaluation, Student Services, Professional Development Specialists (PDS) & Mathematics Coaches (Elementary & Secondary), School Business Partners, Regional Executive Director, SAC (Parents) Teachers (Elementary & Secondary), and Community Activists; making an effort to have balanced representation from each Feeder Pattern.

Each school’s CAT team that will meet quarterly to discuss and review academic, attendance, and discipline data. Meetings will provide an opportunity for members to determine barriers for success, make recommendations to improve student achievement and performance, and create an action plan for improvement using the eight step process.

The CAT team will be formed at the school level, and the district liaison will be assigned to each school to conduct a review of student performance data, determine root causes for low performance and to make recommendations for school improvement.

- Quarterly meetings
- Develop, support, and facilitate policies and procedures which will guide implementation of the plan
 - Extended school day opportunities, Student Code of Conduct, Multi-tiered Systems of Support (MTSS), Positive Behavior Support (PBS), School Improvement Plans (SIP), and family engagement
- Review relevant school performance data
- Make a determination regarding “root causes” for low performance (using “Step Zero” and other significant data)

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.

1. The following activities are efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process:
 - a. CAT Meetings
 - b. School Advisory Council (SAC)/PTO Meetings
 - c. Parent Trainings
2. Families and community members will be notified via:
 - a. Newsletters,
 - b. Public Service Announcements,
 - c. Skylert Messages,
 - d. and Flyers
3. Evidence of meeting notifications with parents will include
 - a. Times and location of meetings
 - b. Evidence the meeting will be made convenient for parents and guardians

2. Documentation

- a. CAT Recruitment Letter (Superintendent)
- b. Marketing Materials (attempts to build interest in the turnaround process)
- c. Stakeholder Surveys (analysis of results)
- d. (Parent Survey, Instructional and Non-Instructional Staff Surveys)
- e. Meeting calendars, agendas, sign-in sheets and minutes
- f. Press Release announcing meeting dates, times, and locations

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.

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PUBLIC AND COLLABORATIVE TEACHING

In creating an environment grounded with high expectations and mutual respect infused in a culture based on learning, teachers must be given the opportunity to collaborate, plan rigorous lessons, use data to solve problems, and share their opinions when making decisions regarding instruction.

School administrators provide opportunities for teachers to collaborate in department, grade level teams, and vertical teams. During collaborative planning, teachers are given the opportunity to participate in lesson study activities, design rigorous lesson plans based on core standards, and review formative data to drive instruction which determine a curricular focus. Collaboration opportunities help teachers analyze standards, review instructional progressions amongst grade levels, and consider trends in student performance which place students at a tier 1, 2, or 3 level. Once tiered levels are determined, teachers can present strategic suggestions to members of Synergy Teams when placing students in interventions and progress monitoring tracks or providing enrichment opportunities. Oftentimes, principals use Title I funds to offer additional collaboration opportunities which are guided by a grade level facilitator, Professional Development Specialist, Instructional Coach, or school administrator.

When working towards the vision of Marion County Public Schools, all stakeholders understand the quality of instruction needed to prepare graduates for a successful life. Students are the core of every instructional decision. In order to plan and create rigorous lessons, become master teachers, and challenge students successfully, teachers must play an active role in learning his/her craft. Teachers are provided professional development via face to face, hybrid, online opportunities, and through PLC's. Teachers are recruited to be leaders who deliver professional development, and help create curriculum maps and district assessments. Their expertise allows them to assess their practices through Deliberate Practice Plans, mentor rookie or developing teachers, or participate in learning walks on their campuses or at other schools.

As a result of teacher feedback, the Professional Development Council was established to allow representatives from different curriculum departments and schools to consider teachers' and students' needs and trends to create PD calendars which drive a curricular focus.

Professional development opportunities are funded via District MIP, Title I and Title II funds.

Finally, Professional Development Specialist (reading) and Instructional Coaches (math) serve teachers by modeling effective instructional strategies, delivering professional development, coaching groups or individual teachers, and monitoring formative and progress monitoring data for tier 1, 2 and 3 students.

- School administrators are able to determine the needs of their staff and students to plan effective professional development. In addition to the aforementioned professional development opportunities, school based administrators fund consultants to work with teachers, incorporate professional learning communities, and allow teachers opportunities for action research.
- Additionally, principals of turn around schools developed a PLC plan and submitted them to the Executive Director of K12 Academic Services. These plans will be monitored by the Professional Development Director to ensure fidelity of the plans. Plans include PLC

implementation which guides teachers through the planning model. The planning model demonstrates effective planning components which will help teachers understand essential, important, and compact standards as teachers produce rigorous lessons.

AMBITIOUS INSTRUCTION AND LEARNING

The Executive Director of K-12 Academic Services, supervises Program Specialists who help design curriculum, select State adopted curriculum, and create professional development designed to impact instruction. She collaborates with the Executive Directors of Student Services and School Development and Evaluation and the Directors Technology & Infrastructure and Grants & Federal Programs to deliver quality core, supplemental curricula, and design digital classrooms that are rigorous and engaging. When designing curriculum and creating professional development, Program Specialists focus on Florida Standards and Next Generation Science Standards coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. Finally, she works with school administrators to create a master schedule that allots time for core instruction, interventions/enrichment, and collaborative planning.

The Directors of Technology & Infrastructure and Grants & Federal Programs seek grants to offer digital classrooms and fund research based supplement curriculum for students. Digital classrooms level the playing field for all modalities and encourage student engagement. The Director of Technology & Infrastructure identify schools' needs, infrastructure, and funds when coordinating with vendors and school administrators. Ideally, initial purchases and upgrades are meant to deliver core instruction and interventions. Afterwards, the Director of Grants & Federal Programs monitor School Improvement Plans and Title I budgets that assesses teacher and student needs to fund supplemental curriculum and a limited amount of technology that encourages student engagement. Finally, she also determines the needs of individual and groups of schools to offer programs such as VPK and after school tutoring as well as digital curriculum which supports core instruction and interventions.

Teachers are encouraged to design lessons that incorporate technology and supplemental curriculum which differentiates lessons for individuals and groups of students. The Executive Director of School Development & Evaluation offers administrative professional development in the Charlotte Danielson evaluation framework. The framework support lessons and are designed to provide feedback to students, and incorporate the gradual release strategy while differentiating for individual and groups of students. Additionally, when planning lessons, teachers must consider formative assessment data. Data from such offer insight on student data trends.

- Turn around schools receive support to help manage instruction and learning. The Deputy Superintendent works with principals and other members of the Executive Cabinet to place instructional units at schools that are designed to meet the needs of class size. However, for turnaround schools, she has designated more teacher and intervention paraprofessional units. Schools are assigned a district liaison who will visit schools at least bi-weekly to offer support to principals in many capacities such as facilitating

walkthroughs or providing fidelity checks in intervention and enrichment classes. Additionally, Program Specialists (ELA and Math) will visit schools monthly for added support. However, Intervention Specialists (ELA) will visit schools bi-weekly. Finally, schools will receive two district facilitated walkthroughs which offer instructional trends as to keep the vision of the SIP.

SAFE AND SUPPORTIVE ENVIRONMENT

The district's strategic plan is the core of education in Marion County. The district team supports the five goals as outlined in the strategic plan. The identified goals are: (1) support safe, secure, and respectful schools, (2) maximize federal, state, and local resources to ensure the most effective and efficient use of revenues, (3) hire, develop, retain, and support the most highly qualified teachers, administrators, and support personnel, (4) improve the quality, integrity, and delivery of our communication to meet the needs of all stakeholders, and (5) improve academic achievement for all student and increase the percent of students graduating, equipped for post-secondary education and work through rigorous integrated curricula within a multi-tiered system of support. The ultimate consideration is to create a climate and culture of high expectations, highly effective teachers, and highly motivated students.

Guidance and resources are key to keeping our students and staff safe on campuses. The Executive Director of Student Services provides guidance for schools regarding the Marion County Code of Student Conduct using a Multi-Tiered System of Support. Assistant Principals of Discipline, Student Services Managers, and Peer Counselors meet monthly to discuss trends in data and share best practices (discipline and attendance). Guidance Counselors meet monthly to share information that will assist teachers in providing a quality education for students, and crisis teams are arranged to council students if tragedies may occur.

Schools are trained in the Positive Behavior Support (PBS) system to discipline students and manage classes as to provide intrinsic affirmations to students as they excel. Each school organizes a Synergy team to provide guidance for students identified as Tier 2 or Tier 3. Appropriate interventions are assigned and progress monitored continuously.

Synergy teams are facilitated by Student Services personnel to guide conversations, specifically discussing early warning data, school data trends, and instruction to determine progress of students at all levels of the MTSS spectrum. Information discussed at meetings provide school administrators with guidance on the fidelity of core, enrichments, and intervention groups. Information also speaks to the infrastructure on the school wide behavior system in regards to managing student behavior to create engaging, instructional environments where students are free to innovate, collaborate, and problem solve.

- Principals of turn around schools create SIP's which include a framework that provides school wide expectations for behavior and appropriate counseling procedures to build character and self-esteem. Schools implement the Attendance Counts initiative which attempts to improve attendance for truant students and rewards students for attending school.

FAMILY AND COMMUNITY INVOLVEMENT

The Superintendent established a group of community members, parents, and business leaders called Engage in Education. The Executive Directors of Student Services and the Public Education Foundation recruit members to determine how the community can become involved in educating the students of Marion County. Meetings are held quarterly and are open to the public. The Executive Director of the Public Education Foundation also works with businesses to create partnerships with schools. Business partners are members of the SAC and PTO, provide monetary donations, and volunteer in schools. These partnerships improve the overall perception of schools, and offer opportunities for schools to share current events and successes.

The Grants & Federal Programs Title I Department offers district parent involvement opportunities based on feedback from parents. Meetings occur throughout the year. However, each school designates a parent liaison who meets on a monthly basis with the Title I parent involvement coordinator. The coordinator offers training and support to liaisons in a train the trainer option. Information is shared with school administrators, who apply the information to school facilitated parent involvement programs, events, and trainings. Additionally, the Title I Department facilitates a quarterly meeting for parents of migrant students where members of the community are present and offers ideas to help assist migrant families. Finally, the ESOL Department meets each semester with parents through the District ESOL committee. This group meets to ensure a quality education for ESOL students.

Schools offer a variety of parent involvement/engagement opportunities through SAC, PTO, parent nights, parent conference nights, and other events to include, involve, and engage parents. Parents are encouraged to volunteer in schools and be an advocate for their students. Parents of the SAC are encouraged to build relationships with members of the community and parents. Ideally they are a catalyst for communication and help improve the school's culture.

- Administrators of turn around schools will work with their district liaison to ensure parents are provided effective involvement and engagement activities. Schools establish SAC committees, representing their school's community, to help create policy and approve School Improvement Plans. Administrators will also convene quarterly CAT meetings to provide feedback to parent and community members.
- School's parent liaison will work closely with the district Parent Involvement coordinator to monitor the school's Parent Involvement Plan (PIP) and receive training to help the school's family engagement goals.

B. Turnaround Option Selection

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

Option 1: District-Managed Turnaround

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

Option 2: Closure

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

Option 3: Charter

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

Option 4: External Operator

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

Option 5: Hybrid

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

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

Marion County Public schools has selected option 1, district managed turnaround to improve school achievement. This option offers internal supports and guidance from the district to schools. Principals of turnaround schools are assigned a district liaison who visit schools at least bi-weekly. All turnaround principals and liaisons meet monthly to discuss the progress of the implementation. Schools will receive curricular support visits by program and interventions specialists to ensure teachers’ understanding, planning and delivering rigorous standards based instruction.

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.

- George Tomyn, Superintendent
- Lisa Krysalika, Deputy Superintendent
- Renee Dudley, Executive Director, K12 Academic Services
- Valda Niznik, Director, K12 Academic Services, Elementary Education and Physical Education
- Tara Hart, Director, K12 Academic Services, Professional Development and Reading
- Donna Otzel, Director, K12 Academic Services, Secondary Education and Assessment
- Linda Maxwell, Program Specialist, K12 Academic Services, Elementary ELA
- Jamie Brasington, Program Specialist, K12 Academic Services, Reading Interventions
- Kelly Ashberger, Program Specialist, K12 Academic Services, Elementary Math
- Erin Howe, Program Specialist, K12 Academic Services, K-12 Social Studies
- Jane Beebe, Program Specialist, K12 Academic Services, K-12 Science
- Anna DeWese, Ed, D., Director Grants & Federal Programs, English Language Learners
- Beth Aten, Grants & Federal Programs, Coordinator, Early Learning Coordinator
- Donna Cook, Grants & Federal Programs, Coordinator, Reading and Math
- Janine Grover, Grants & Federal Programs, Lead ESOL Resource Facilitator

- Mark Vianello, Executive Director, Student Services
- Matt Lane, Director, Psychological and Social Work Services
- Barbara Dobbins, Director, Exceptional Student Education
- Adrienne Ellers, Lead Behavior Analyst
- Viviana Prieto, ESE Program Specialist, Gifted Students
- Jaycee Oliver, Executive Director, Human Resources

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

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

The district facilitates improvement in the intensity of interventions for schools not making academic improvements as determined by student performance data and confirmed by administrative observations. Using school provided analysis data, the district may reallocate resources to support schools in need. Schools are supported by district synergy teams assigned to feeder patterns to enhance delivery of services to support student success.

Sunrise Elementary

Sunrise is one of the largest elementary schools in the district serving grades PK-four. About 90% of students are low socioeconomic and 15% are identified as ELL. The school has two self-contained classrooms serving ESE students. Nine of 42 teachers are in their first three years of teaching which allows for building capacity. Current needs show a revamping of classroom management and restructure of the PBS system will decrease the number of suspensions, 247 during the 2015-2016 school year.

- A Coordinator, Colleen Wade, was hired to assist the administration with the teacher evaluation model and student management.
- Seven intervention paraprofessionals have been funded to assist with reading and math interventions.
- A full time Professional Development Specialist (PDS), John Rawlins and a full time Math Coach, Myriam Binkley has been hired to provide support in effective planning techniques and professional development.
- The complete iReady program (diagnostics, mastery assessments, ready books, and toolbox) has been purchased to ensure standards based curriculum is taught by veteran and novice teachers.
- Jami Brasington, Reading Intervention Specialist visits the campus bi-weekly to ensure fidelity of interventions.
- Linda Maxwell, ELA Program Specialist visits the campus monthly to ensure fidelity of standards based instruction.

- Kelly Ashberger, Elementary Math Program Specialist visits monthly to ensure fidelity of standards based instruction.
- The school has been assigned a district liaison, Beth Aten, who meets with the principal by-weekly and checks in with the principal weekly (at minimum). Both meet with the Executive Director of K12 Academics monthly to provide updates.
- The school has two VPK classrooms which serve 40 students.
- Janine Grover, lead ESOL Resource Facilitator assists with the high ELL population.
- The Neuro-Development for Words (NOW) Training has been funded to help teachers in VPK teach reading foundations as students enter Kindergarten underprepared, monitored by Beth Aten (VPK).

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.

Sunrise Elementary

Anna DeWese, Ed. D. is the Director of Grants and Federal Programs. One of the many tasks assigned is DA contact to the Regional Executive Director in regards to School Improvement, Differentiated Accountability (prevent, focus, and priority schools), and turn around options. Dr. DeWese works with Kathy Quelland, Executive Director, School Development and Evaluation to help principals at focus and priority schools as well as turnaround schools. She also works with the school’s district liaison, Beth Aten, Early Learning Coordinator, Grants and Federal Programs to ensure the turnaround plan is being monitored for fidelity. Chuck Trombly, principal of Sunrise Elementary, reports directly to Erin Quanton who reports to Kathy Quelland who in turn reports 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.

Sunrise Elementary

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring as well as staffing for a lower class size ratio. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers. The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will

have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. Schools will be afforded flexibility in budgeting to achieve their goals which in turn will increase graduation rates.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment of staff. All staffing recommendations will be presented to the superintendent for final determination.

Teachers with less than “effective” VAM scores will be replaced at the end of the 2016-2017 school year at each of the four Implementing TOP’s schools; Evergreen, Emerald Shores, Sunrise, and Lake Weir Middle.

Sunrise Elementary

Chuck Trombly was hired at Sunrise Elementary in 2010. Since he is a returning principal at a TOP Year 1 Implementing school, he has been informed by the Superintendent that he will be replaced if the school does not increase their letter grade to a “C” grade or higher.

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

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

The District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned Jaycee Oliver, Executive Director of Human Resources and Jamie Pittman, Supervisor of Employment Services to work directly with principals in Focus and Priority schools under the direction of Lisa Krysalka, Deputy Superintendent. They will assist principals in determining staffing levels and reassignment staff. All staffing recommendations will be presented to the superintendent for final determination.

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).

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.

Area of Focus 1

The district will use AIMS Web, iReady, and district learning checks to progress monitor school data. AIMS Web and iReady provide diagnostics three time per year. However, tier 2 (bi-weekly) and 3 (weekly) students are progress monitored more frequently. Students

enrolled in the iReady program have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Area of Focus 4

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent, Deputies, and Executive Director of School Development & Evaluation actively recruit teacher leaders and assistant principals to take on the roles of assistant principal and principal. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are vetted, they are placed in schools whose needs can be met by the strength of the incoming assistant principal or principal.

Additionally, current principals and assistant principals are vetted to ensure they are placed in key schools to improve student and teacher performance and school culture and morale.

Area of Focus 5

Three of the four schools, Emerald Shores, Evergreen, and Sunrise have one additional hour added to the school day. This hour is used to provide extra reading intervention and enrichment allowing schools to have a 120 minute ELA block and two 45 minute intervention blocks. In summer 2017, the district expects to incorporate summer school options for students at Lake Weir Middle school focusing on gaps in standards in ELA and math to reduce the summer slide effect and improve proficiency.