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TOP-2

District-Managed Turnaround Plan—Step 2 (TOP-2)

[Marion]
[Reddick-Collier Elementary]

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2018

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District-Managed Turnaround Plan—Step 2 (TOP-2)

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Reddick-Collier/0162

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels. The district reviewed the school's performance trend data, collected through district and state assessments, in addition to qualitative data.

Academic Performance Data
School Grades
2016: C
2017: C
2018: F

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English Language Arts Florida State Assessment (FSA)

2016-2018 3rd-5th Grade Proficiency levels at Reddick-Collier Elementary compared to the county and state.

		FSA ELA by Grade Level					
		Reddick-Collier		**Marion County**		**State of Florida**	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
3rd Grade	2016	36		45		54	
	2017	41	+5	50	+5	58	+4
	2018	33	-8	46	-4	57	-1
4th Grade	2016	35		45		52	
	2017	36	+1	52	+7	56	+4
	2018	34	-2	43	-9	56	0
5th Grade	2016	32		45		52	
	2017	37	+5	47	+2	53	+1
	2018	28	-9	46	-1	55	+2

The weakest ELA Content Areas 2016-2018
(The percentage relates to the mean points earned in the content area.)

Grade 3
2016: Integration of Knowledge and Ideas (36.4%)
      Key Ideas and Details (50%)
2017: Integration of Knowledge and Ideas (37.5%)
      Key Ideas and Details (46.7%)
2018: Integration of Knowledge and Ideas (37.5%)
      Key Ideas and Details (40%)

Grade 4
2016: Integration of Knowledge and Ideas (41.7%)
      Craft and Structure (47.1%)
2017: Key Ideas and Details (41.7%)
      Integration of Knowledge and Ideas (50%)
      Text-Based Writing (50%)
2018: Integration of Knowledge and Ideas (38.5%)
      Text-Based Writing (40%)

Grade 5
2016: Integration of Knowledge and Ideas (41.7%)
      Craft and Structure (46.7%)
2017: Integration of Knowledge and Ideas (41.7%)
      Text-Based Writing (50%)
2018: Key Ideas and Details (40%)
      Integration of Knowledge and Ideas (41.7%)

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Spring 2018 3rd-5th Grade Achievement Levels

2018 FSA ELA Achievement Levels					
	Non-Proficient		Proficient		
	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	47%	20%	23%	8%	3%
4th Grade	42%	24%	23%	8%	3%
5th Grade	48%	24%	17%	9%	2%

Mathematics Florida State Assessment (FSA)

2016-2018 3rd-5th Grade Proficiency levels at Reddick Collier Elementary compared to the county and state.

FSA Math by Grade Level							
		Reddick-Collier		Marion County		State of Florida	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
3rd Grade	2016	41		49		61	
	2017	46	+5	48	-1	62	+1
	2018	28	-18	48	0	62	0
4th Grade	2016	38		48		59	
	2017	33	-5	55	+7	64	+5
	2018	31	-2	47	-8	62	-2
5th Grade	2016	22		41		55	
	2017	33	+11	45	+4	57	+2
	2018	38	+5	50	+5	61	+4

The weakest Mathematics Content Areas 2016-2018
(The percentage relates to the mean points earned in the content area.)

Grade 3
2016: Numbers and Operations-Fractions (55.6%)
       Operations, Algebraic Thinking, and Numbers in Base Ten (65.4%)
2017: Measurement, Data, and Geometry (55%)
       Numbers and Operations-Fractions (55.6%)
2018: Measurement, Data, and Geometry (42.1%)
       Numbers and Operations-Fractions (44.4%)

Grade 4
2016: Numbers and Operations-Fractions (50%)
       Operations and Algebraic Thinking (54.5%)
2017: Measurement, Data, and Geometry (35%)
       Operations and Algebraic Thinking (54.5%)
       Numbers and Operations in Base-Ten (54.5%)
2018: Numbers and Operations-Fractions (42.9%)
       Measurement, Data, and Geometry (44.4%)

Grade 5
2016: Operations, Algebraic Thinking, and Fractions (34.8%)
       Measurement, Data, and Geometry (38.9%)
2017: Numbers and Operations in Base-Ten (40%)
       Operations, Algebraic Thinking, and Fractions (43.5%)
2018: Measurement, Data, and Geometry (38.9%)
       Operations, Algebraic Thinking, and Fractions (40.9%)

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District-Managed Turnaround Plan—Step 2 (TOP-2)

Spring 2018 3rd-5th Grade Math Achievement Levels

2018 FSA Math Achievement Levels				
	Non-Proficient		Proficient		
	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	42%	30%	15%	13%	0%
4th Grade	43%	26%	17%	8%	6%
5th Grade	40%	22%	24%	15%	0%

Science Florida Comprehensive Assessment Test (FCAT)

2016-2018 5th Grade Proficiency levels at Reddick Collier Elementary compared to the county and state.

NGSSS Science by Grade Level						
		Reddick-Collier		Marion County		State of Florida	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
5th Grade	2016	33		47		51	
	2017	39	+6	48	+1	51	0
	2018	29	-10	49	+1	55	+4

The weakest Science Content Areas 2017-2018
(The percentage relates to the mean points earned in the content area.)

Grade 5
2017: Life Science (57.1%)
       Nature of Science (60%)
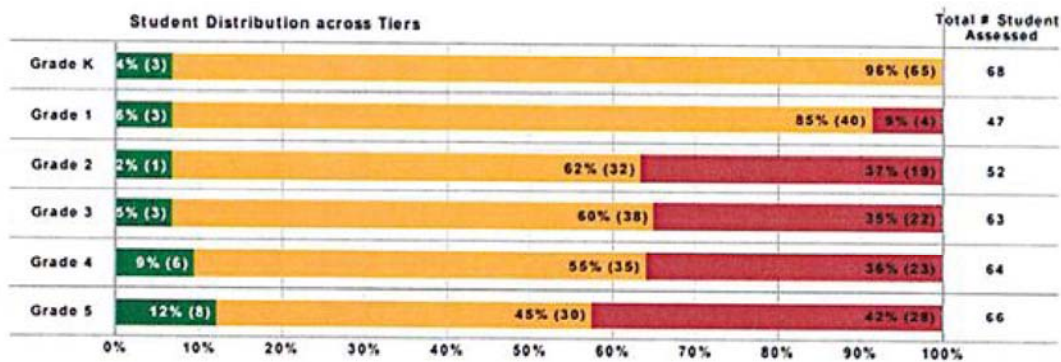2018: Earth and Space Science (56.3%)
       Physical Science (56.3%)

2018 Science Achievement Levels				
	Non-Proficient		Proficient		
	Level 1	Level 2	Level 3	Level 4	Level 5
5th Grade	47%	24%	16%	11%	2%

District Fall 2018 i-Ready Reading Diagnostic Testing
Intervention Screener Report-"End of Year View" (Window: 8/3/2018-9/7/2018)
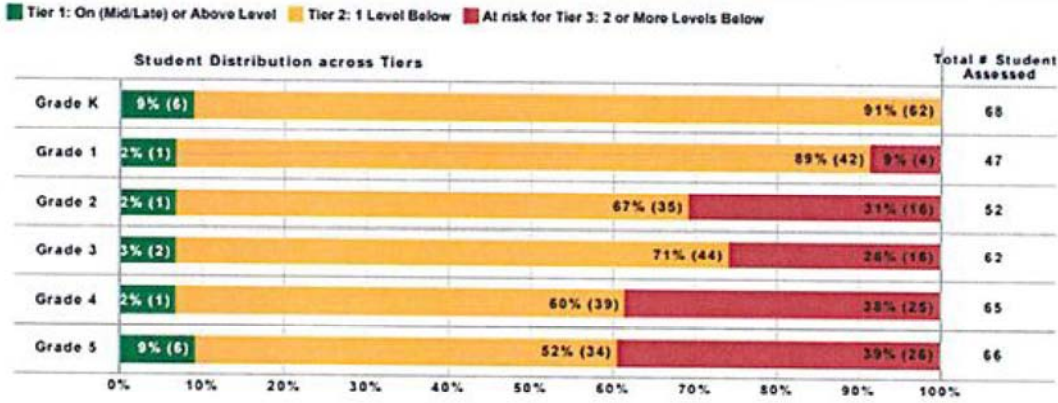
Detail by Grade

Tier 1: On (Mid/Late) or Above Level   Tier 2: 1 Level Below   At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers | Total # Student Assessed

Grade	Tier 1	Tier 2	At risk for Tier 3	Total # Student Assessed
Grade K	4% (3)	96% (65)		68
Grade 1	6% (3)	85% (40)	9% (4)	47
Grade 2	2% (1)	62% (32)	37% (19)	52
Grade 3	5% (3)	60% (38)	35% (22)	63
Grade 4	9% (6)	55% (35)	36% (23)	64
Grade 5	12% (8)	45% (30)	42% (28)	66

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District Fall 2018 i-Ready Mathematics Diagnostic Testing
Intervention Screener Report-"End of Year View" (Window: 8/3/2018-9/7/2018)
Detail by Grade

Tier 1: On (Mid/Late) or Above Level   Tier 2: 1 Level Below   At risk for Tier 3: 2 or More Levels Below

Grade	Student Distribution across Tiers	Total # Student Assessed
Grade K	9% (6) / 91% (62)	68
Grade 1	2% (1) / 89% (42) / 9% (4)	47
Grade 2	2% (1) / 67% (35) / 31% (16)	52
Grade 3	3% (2) / 71% (44) / 26% (16)	62
Grade 4	2% (1) / 60% (39) / 38% (25)	65
Grade 5	9% (6) / 52% (34) / 39% (26)	66

Student Attendance

Absences by Grade	PK	K	1	2	3	4	5
2015-2016	155	646	443	444	370	332	577
2016-2017	171	499	636	497	754	632	386
2017-2018	151	747	751	691	699	749	618

Tardies by Grade	PK	K	1	2	3	4	5
2015-2016	44	272	285	334	234	179	263
2016-2017	106	353	423	249	440	327	161
2017-2018	92	489	530	635	392	504	335

Student Discipline Data

The following is the breakdown of total discipline referrals by infraction level for the past three years.

Student Discipline Incidents	Level 1	Level 2	Level 3	Level 4	Total
2015-2016	207	125	16	3	351
2016-2017	242	169	57	0	468
2017-2018	120	284	71	0	475

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Volunteer Data

	Total Hours
2015-2016	1316
2016-2017	1040
2017-2018	788

Qualitative Data

Staff Listening Tour

Staff expressed the need for:
- Structured support and effective scheduling of ESE students
- Defined MTSS procedures and support
- More Parent Involvement

School Improvement Parent Surveys

Spring 2016

- 55% expressed a need for support to help practice academic skills and strategies at home.
- 79% reported that their child feels safe at school
- 82% said they feel welcome at school

Spring 2017

- 100% reported that their child feels comfortable asking an adult for help at school.
- 68% expressed the need for tools and strategies to enrich learning experiences of their child in math. Reading and Behavior Management were the next highest topics selected.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.
- Reddick-Collier will focus on providing rigorous, purposeful standards based instruction to increase ELA, math, and science student achievement.
- Reddick-Collier teachers, administrators, and counselors will participate in weekly data chats to progress monitor student attendance, discipline, and student academic progress.
- Teachers will participate in weekly collaborative planning that includes a focus on the standards, questioning, resources, and rigorous assessments aligned to the standards.
- Teachers will participate in learning walks and reflection with the leadership team.
- Teachers will participate in specific professional development opportunities to ensure lessons and assessments are rigorous and aligned to the standards

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Identify strategies that have not resulted in improvement. What will be done differently?

- During the 2017-18 school year, Reddick Collier's MTSS block was not monitored consistently. This school year, administration has defined what the MTSS block will consist of and all students have been placed into appropriate intervention groups. The MTSS block is monitored with fidelity checks by admin on a weekly basis. Administrators and teachers analyze student progress during the intervention time each week.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.
Accountable and Shared Leadership

The principal and assistant principal completes weekly observations to determine the effectiveness of planning and instruction and the effect on student performance based on strategies gained through professional development opportunities. The Area Directors and Directors of Elementary Education and Early Learning and Turnaround Schools have a rotational schedule to ensure that Reddick Collier has a weekly visit for walk-throughs with immediate feedback regarding instructional practices and school climate. These regular meetings and site visits will involve discussions about progress monitoring and implementation of standards-based instruction. Disaggregated data (Quarterly Standards Mastery Assessments in ELA, Math, and Science, I-Ready Diagnostic reading and math testing, and Developmental Reading Assessment, Discipline, and Attendance) will help guide these discussions and help determine next steps.

District supported personnel composed of Program Specialists, school psychologists, social workers, and ESE specialists participate in monthly problem-solving meetings facilitated by building-level leadership to ensure alignment and efficient and effective identification of barriers to the school success. Agendas and minutes are generated with outlined action steps and timelines, to assist with communication completion of tasks. These meetings serve as a conduit to determine the level of support and action plan to remove those barriers.

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Accountable and Shared Leadership (Continued)

Ongoing conversations between building administration and district staff will help determine if action plans and progress points need to be altered. As a result of ongoing observations and visits, differentiated support will be provided by various district departments to address the socioeconomic, academic, and behavior needs of the school. This strategic support will increase student achievement evidenced by diagnostic testing results in reading and math as well as result in a reduction of absences and referrals.

Standards-Based Instruction and Learning (for student and adult learners)

The following are strategies and action steps to support Standards-Based Instruction and Learning

Ongoing Teacher Support:

- Curricular support is provided to ensure that teachers understand how to plan and effectively deliver instruction to the depth of the Florida Standards. Program specialists, representing various departments (professional development, teaching and learning, ESE, elementary curriculum) are assigned to each area of schools in order to provide immediate and differentiated support under the direction of the Area Director.
- Detailed coaching plans were implemented to support teachers needing academic or behavior management assistance. These plans outline strategic action steps with defined timelines and persons responsible for completion.

Professional Development for Teachers:

- The Northeast Region Differentiated Accountability Team will train new staff and ones needing additional support on the purpose, design, and implementation of Standards Focus Boards.
- Monthly on-site training is scheduled during collaborative planning time to ensure the implementation of i-Ready is purposeful and differentiated in order to ensure learning gains of all students. Examples of sessions include:
    - *Running reports to help guide instruction
    - *Pulling resources from the Teacher Toolbox to help differentiate small group instruction
- The School Counseling and Assessment Department is an integral part of working closely with the teachers in understanding the depth of the Florida Standards, disaggregating current data to help drive focused instruction, as well as supporting students in need. For instance, at the start of the school year and following the diagnostic testing this fall, these professional development sessions were provided:
    - *Item Specs Training to help build capacity in understanding the complexity of the Florida Standards
    - *Creating "Watch List" of students in the bottom 30%
    - *Creating instructional groups in i-Ready
    - *Creating and saving filters on Unify to help with frequent intentional data review
- Science workshops will be provided to 5th grade science teachers throughout the year. The 5th grade science teachers will participate in a cohort with other Comprehensive Support and Improvement Schools. These professional development opportunities will include scenario-based lessons and inquiry-based labs along with the needed materials to provide spiraling review of 3rd and 4th grade standards in addition to an emphasis on the Nature of Science Standards.

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Professional Development for Teachers: (continued)
- Professional learning opportunities occur through a variety of delivery systems such as interactive training, online or electronic media, and research-based high impact job-embedded professional development such as coaching, lesson study and professional learning communities.
- Professional development trainings include follow-up to ensure that participants are able to implement the acquired skills effectively. There are evaluation components built into our professional development technology system (e.g. True North Logic) to monitor the quality of professional development offerings, alignment between trainings and participants deliberate practice, alignment between trainings and district goals, as well as the quality of the professional development trainers.

Professional Development for Instructional Leadership:

- A district partnership with the Center for Educational Leadership, through the University of Washington, will involve on-site walkthroughs and training to build the capacity of the leadership team in analyzing instruction and determining next steps in advancing the teaching and learning.
- The School Counseling and Assessment Department is an integral part of working closely with the leadership teams and school-level staff in disaggregating current data to help drive focused instruction as well as supporting students in need. For instance, following the diagnostic testing this fall, these professional development sessions were provided:

    *Understanding current data and determining action steps

    *Creating and saving filters on Unify to help with frequent intentional data review

Content Area Specialists (Instructional Coaches):

- Science workshops will be provided to content area specialists twice quarterly throughout the year. These professional development opportunities will include how to support the teachers in implementation of scenario-based lessons and inquiry-based labs. In addition, time will be spent in the fall and winter disaggregating data from the fall Science Comprehensive Standards Mastery Assessment to determine strategic instruction to support student achievement in science.
- Content Area Specialists (Coaches) receive ongoing support by district-level personnel through job-embedded feedback. Coaching universities will provide innovative, research-based best practice. Professional development opportunities on both coaching strategies and curriculum will help build capacity which will have a direct impact on teaching instruction and student achievement.
- Content Area Specialists received a professional learning opportunity, called the Coaching Summer Institute. During this intensive summer training, coaches explored and demonstrated research-based foundational coaching skills, which included building relationships, listening, questioning, and providing effective feedback to teachers. New Content Area Specialists hired after the Coaching Summer Institute received 1:1 onboarding training. In order to maintain these acquired skills, coaches will receive ongoing job-embedded support by Program Specialists assigned to their school. Such interactions include professional development tips that involve PD planning, effective PD design appropriate for adult (i.e. andragogy) learners and technology resources and integration.
- Content Area Specialists will receive training twice a month (coaching and content). The elementary curriculum department will facilitate the monthly content training and PD will facilitate the coaching skills training. Participation in professional development results in innovative, effective and efficient strategies focused on specific coaching expectations, successful teaching practices, and/or leadership behaviors.

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(continued)

Standards-Based Instruction and Learning (for student and adult learners)

Content Area Specialists (Instructional Coaches):

- CASs receive monthly trainings in order to examine the effectiveness of coaching techniques, strategies, how to utilize professional minutes, work quality, and how to analyze artifacts and the impact of coaching on classroom instructional and lesson planning.

Positive Culture and Environment

- The District Community Assessment Team offers an opportunity for schools and community to develop and continue plans based on partnerships to help increase student achievement.
- Quarterly School Advisory Council meetings are scheduled to solicit the input and assistance of parents and community in implementing and updating, as needed, the School Improvement Plan based on currently identified needs.
- In order to reduce disruptive behavior, an "Assertive Discipline" training, based on the book Assertive Discipline by Lee Cantor, was offered to teachers to help foster: developing relationships with students, building a set of behavior expectations for students, and developing a comprehensive behavior plan for the classroom.
- Weekly site visits by a coordinator in the Student Services Department will offer support and strategies to continue building the positive culture and environment.
- Kinder Kits will be given to parents of kindergarten students. The parents will be taught how to utilize the materials and resources given to help build foundational skills in mastering the Florida Standards.

Part B.
Assurance 1: District Capacity and Support and Assurance 2: School Capacity—Leaders and Educators have been addressed in subsequent pages of this plan.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

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Correlation between SIP and TOP-2:

School leadership along with district leadership (Area Director) worked closely using student assessment data to refine the School Improvement Plan (SIP) written by the school community. The District Managed Turnaround Plan Step 2 compliments the Areas of Focus outlined in Reddick Collier Elementary School's SIP. The two Areas of Focus encompass "Standards-Based Instruction and Parent Engagement." An integral part of the Top-2 is to improve student achievement, build the capacity of all staff members and develop partnerships with the community. An emphasis is being placed on improving Tier I instruction which dovetails with the areas of focus outlined in the School Improvement Plan.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The Areas of Focus, outlined in the School Improvement Plan, will "frame" conversations and efforts by both the district and school leadership teams. The Area Director, along with Director of Elementary Education and Director of Turnaround Schools, monitor implementation on a weekly basis and provide additional support as needed. On-site assistance helps determine first-hand the needs and how to address these barriers.

Targeted professional development aimed at standards-based instruction and differentiation will result in building capacity in both teachers and leaders at the building level. Delivering effective instruction and providing ongoing feedback will help improve Tier I instruction that results in increased proficiency and learning gains of all students.

The school wide areas of focus also permits the Content Area Specialists to target discussions and interactions with teachers that align with the site-based goal. With the support of program specialists, CASs design trainings specific to the needs, trends, and school improvement focus. Coaching conversations include a targeted group and/or individual goal, which typically include the desired impact of the lesson design, techniques, decisions, and methods used to enhance student learning. Documentation logs are kept by the content area specialists regarding the coaching plans which include action steps with specified timelines and measurable student outcomes defined.

In addition to positively impacting student achievement, teachers and leaders will be retained respectively as a result of ongoing professional and leadership development. Sustainability will be achieved as teachers and leaders will be better equipped and empowered to continue the initiatives, since the action plans focused on changing "The Way of the Work" from the ground level.

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District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☐ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

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8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. **District Leadership Team and Role**

The District Leadership Team: Dr. Heidi Maier, Superintendent; Dr. Jonathan Grantham, Deputy Superintendent; and the Directors of the following departments: Leadership Development, Curriculum/Instruction, ESE, Student Services, Teaching and Learning, Professional Development, Social Work/School Psychology, School Counseling and Assessment, and Turnaround Schools.

The Director of Turnaround Schools works collaboratively with the Area Directors to offer accountability and support to the building-level leadership team. This person is the district's contact for Differentiated Accountability working closely with the Bureau of School Improvement and the Northeast Region Differentiated Accountability Team. The Turnaround Director helps coordinate site visits, instructional reviews, and professional development. In addition, this person works closely with the schools in reporting to the state quarterly progress monitoring data as well as overseeing the deliverables related to the school improvement grants.

The schools across the district are divided into three regional areas. The Area Director serves as a liaison between the school and district departments. The role of the Area Directors is to support the school-based administrators by providing mentoring and resources. District administrators (Area Directors, Director of Turnaround, and the Director of Elementary Education) will be visiting the school on a weekly rotation for walk-throughs and immediate feedback. These regular meetings and site visits will involve discussions and reflections about disaggregated data (academic, attendance, and discipline) as well as walk through data regarding instructional practices. Completed Observational sheets will be reviewed with the leadership team during these visits as a form of accountability that teachers are provided ongoing feedback on standards-based instruction.

Ongoing conversations between building administration and district staff will help determine if action plans and progress points related to the Areas of Focus identified in the School Improvement Plan need to be altered. This partnership will provide continual checkpoints regarding implementation of turnaround strategies. The district leadership records the areas of focus and next steps identified during weekly site visits in a shared platform. This strategy helps facilitate communication and accountability in identifying and following up on action steps. In addition to onsite visits, the principal will meet formally with the Area Director on a bi-monthly basis to review progress toward meeting the goals outlined in the School Improvement Plan. Summary notes will be kept regarding these meetings.

As a result of ongoing observations and visits, differentiated support will be provided by various district departments (ESE, Student Services, Teaching and Learning, Professional Development, Social Work/School Psychology, School Counseling and Assessment, and Curriculum/Instruction) to address the socioeconomic, academic, and behavior needs of the school. Each Area Director is assigned program specialists from the various departments and will help facilitate the type and frequency of service provided. Weekly meetings are led by the Area Director with an agenda and follow-up minutes with outlined action items to assist with communication and completion of tasks between team members.

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2. District Allows for Flexibility

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 provided flexibility to Reddick Collier Elementary in building master schedules, hiring staff, and planning relevant professional development based on the needs identified through data disaggregation. In addition, Reddick Collier is given autonomy to determine budget expenditures for eligible grants that align to the School Improvement initiatives in order to positively impact student achievement.

3. Instructional Programs aligned to Florida's Standards

English Language Arts

The School Board of Marion County approved the Core Knowledge Language Arts (CKLA) adoption on June 12, 2018 following a year-long instructional materials adoption process defined in state statute 1006.283. Marion County RFR 3662RC was approved on October 10, 2017. Titles from RFR 3662RC were sent to review committees comprised of community, parent, and teacher members who evaluated all instructional materials under consideration and made recommendations to the Superintendent. Amplify CKLA was submitted in RFR 3662RC and was selected through the adoption process defined in MCPS Board Policy 4.21.

The Superintendent presented final recommendations at the December 7, 2017 work session for instructional materials to be used in the specified courses for adoption. On December 8, 2017 student editions were made available online for public viewing. An open public hearing was held on January 9, 2018. The Board adopted the 2017-2018 Adopted Instructional Materials for Eight (8) Specified Courses on February 13, 2018. Amplify CKLA was listed as the instructional material for K-2 and 3-5 within the 8 courses approved. The 30-day window to file a petition opened on February 14, 2018 and closed on March 15, 2018. No petitions were filed during the petition window.

Core Knowledge Language Arts (CKLA) is a comprehensive English Language Arts program designed to teach reading, writing, listening, and speaking. There are three major dimensions of the CKLA program including the two-strands approach to instruction in K-2, the language-based knowledge approach to build a student's understanding with complex text and vocabulary, and the use of explicit and systematic phonics instruction. The two-strand design in K-2 is organized around two distinct sections. The Knowledge Strand includes building oral language and listening comprehension skills through various topics in literature, science, and history. As noted in the Research Foundation for Core Knowledge Language Arts (CKLA), "Notably, young children actually show the use of more adult-like, or sophisticated, comprehension skills during listening activities, and listening comprehension skills appear to set the pace for reading comprehension abilities through elementary school (Biemiller, 2003; van den Broek, et al., 2005)." The Skills Strand is the systematic phonics instruction that focuses on building decoding and word-level automaticity with decodable text. Research Foundation for Core Knowledge Language Arts (CKLA) suggests, "Research consistently demonstrates that explicit phonics instruction has important, lasting benefits to children's reading accuracy, and this is one of the most emphasized aspects of phonics instruction for English language learners, as well as for children struggling to learn reading (August, Carlo, Dressler, and Snow, 2005; Brady, 2011; DeGraaff, Bosman, Hasselman, and Verhoeven, 2009; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, and Shanahan, 2001; Torgesen, 2006; Torgesen, Alexander, Wagner, Rashotte, Voeller, and Conway, et al., 2001; Vaughn, 2007).

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Instructional Programs aligned to Florida's Standards (continued)

An assumption of explicit phonics instruction is that there is value in maximizing children's knowledge about letter-sound correspondences as they begin to read and that such knowledge leads to efficiency and accuracy in reading. This assumption is well-grounded in empirical research (e.g., Share, 1995; Torgesen, et al., 2001; Vellutino, Scanlon, Sipay, Small, Pratt, Chen, and Denckla 1996; Ziegler and Goswami, 2005) and in developmental theories of how children learn to read (Ehri, 2005)." In grades 3-5, the CKLA material is organized around the Knowledge Strand, with both skills and knowledge embedded within units and lessons. This year, the ELA focus is on teaching comprehension standards in clusters K-

To ensure alignment to the Florida Standards, the Elementary Education Curriculum Department has created comprehensive curriculum maps for ELA that embed all of the Florida Standards as an assurance that each of the Standards are taught. The scope and sequence of the standards are aligned to support progress of student learning.

There are numerous research studies about the CKLA approach to teaching ELA and its effectiveness. Two main pieces of research on CKLA's effectiveness are from Oklahoma City and Johns Hopkins University. The following is an excerpt outlined on the following site: https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/12/How-Do-We-Know-This-Works1.pdf

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. On the Iowa Test of Basic Skills (ITBS), Core Knowledge students achieved "significant" or "highly significant" advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0). In addition to the ITBS, The Oklahoma researchers also looked at students' performance on the Oklahoma Criterion-Referenced Tests (CRTs). In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

Another independent research study, the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking in the late 1990s. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district. Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation.

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Instructional Programs aligned to Florida's Standards (continued)

Math, science, and social studies curriculum maps were realigned this year to ensure all grade level standards are taught for all subjects in a progress or sequence that supports students' learning. These curriculum maps embed all of the standards, assuring that there is sufficient time to teach for mastery. The following curricular materials will support the Florida Standards-Based instruction in math, science, and social studies.

Mathematics

Go Math is a comprehensive elementary mathematics program that emphasizes Essential Questions and Big Ideas with depth of understanding as the critical goal. There are materials included in the curriculum to support interventions in math. Several research companies have conducted studies on the effectiveness of Go Math including Harvard University, and the Educational Research Institute of America.

Science

K-5 is using STEMscopes which is an on-line, comprehensive, hands-on science curriculum connected to Florida Science Standards. This curriculum is built on the 5E inquiry model of engage, explore, explain, extend, and evaluate. STEMscopes offers cross-curricular learning with hands-on labs, simulations, science reading, and engineering challenges.

In addition to STEMscopes, Grades 3-5 utilize National Geographic School Publishing programs. National Geographic publishing is designed to meet national content standards and requirements for student mastery of skills. The program authors are highly respected experts and researchers ensuring that the instructional elements and methods used reflect the most current scientific research base and best practices to meet the needs of all learners.

Social Studies

Florida Studies Weekly is the major tool of instruction for social studies in Marion County Public Schools. This primary resource is connected to the Florida Social Studies Standards for students in grades K-5. Through the use of printed and electronic materials, teachers teach grade level social studies standards while also building grade level vocabulary and comprehension skills through the use of informational text.

4. Progress Monitoring and Summative Assessments

The School Counseling and Assessment Department helps ensure relevancy and purpose for district test creation, appropriate schedules for test administration, ongoing data disaggregation, and timely professional development related to testing results throughout the year.

The district prescribes and monitors the progress monitoring of students by using diagnostic and interim assessments to determine domain strengths/weaknesses and the mastery of the Florida Standards. Listed below you will find a list of the assessments required for these schools and a brief synopsis of their purpose.

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Progress Monitoring and Summative Assessments (continued)

Developmental Reading Assessment (DRA): Formative reading assessment that allows teachers to assess their students' reading level, then observe, record and evaluate changes in reading performance. This assessment is administered to all K-2 students.

i-Ready Diagnostic: Assessment that is aligned to Florida Standards and reported by domain. Given three times a year, this diagnostic provides ongoing information for ELA and Math and helps determine the need for interventions and progress monitoring selected students. I-Ready reports provide detailed information to the teacher on specific Florida Standards that have been mastered or that need to be retaught. This assessment is administered to all K-5 students.

Writing: Two writing assessments are administered to all 3-5 students in a pre/post format in either opinion or informative/explanatory as seen on the FSA ELA Writing assessment. Grades 4 and 5 students writing assessment is administered using Write Score.

Comprehensive Standards Mastery Assessment (CSMA): Science Pretest written to the standards and NGSSS item specifications. Used to determine strengths/weaknesses to target instruction throughout the year. Used in conjunction with Science QSMA's to determine grade level standards mastery throughout the year. This CSMA is administered to 5th grade students.

Quarterly Standards Mastery Assessment (QSMA): Assessments written to Florida Standards and item specifications in the areas of ELA, Math, and Science. These assessments are administered at the end of each quarter and assess the standards that are covered in the specific subject area's curriculum map. Assessments are administered to 3-5 grade students. Results are used to analyze grade level standards mastery.

All local assessment (Writing, CSMA and QSMA) items are vetted by groups of teachers that have been trained on FLDOE item specifications. A correlation between district created QSMA and FSA were compared to check for fidelity. The average score on the QSMA was compared to the average achievement level on FSA. A strong correlation was found between the two assessments.

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Progress Monitoring and Summative Assessments (continued)

An example of this correlation is illustrated below using 5th grade ELA data comparisons to check the validity of the QSMA assessment.

Correlation of District ELA Quarterly Standards Mastery Assessment the ELA FSA

Total QSMA Average	QSMA 1 Average	QSMA 2 Average	QSMA 3 Average
57.4%	56%	49%	67%

FSA Achievement Level Average	FSA Level	Total QSMA Average	Number of Students	Percent of Students
	1	40%	783	26%
	2	54%	782	26%
2.50	3	64%	705	24%
	4	73%	482	16%
	5	80%	201	7%

An example of this correlation is illustrated below using 5th grade Math data comparisons to check the validity of the QSMA assessment. A strong correlation was found between the two assessments.

Correlation of District Math Quarterly Standards Mastery Assessment the Math FSA

Total QSMA Average	QSMA 1 Average	QSMA 2 Average	QSMA 3 Average
46.3%	42.8%	43.2%	53.1%

FSA Achievement Level Average	FSA Level	Total QSMA Average	Number of Students	Percent of Students
	1	28%	853	29%
	2	39%	616	21%
2.59	3	49%	690	23%
	4	63%	541	18%
	5	43%	285	10%

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5. Changes and Support based on Progress Monitoring and Summative Assessment Data

Based on last year's summative data, an ELA district Program Specialist is dedicated this year to work with Reddick Collier Elementary School on a bi-weekly basis as a follow-up to state and district visits at the school. This position provides ongoing direct support in collaborative planning sessions, coaching, and mentoring of teachers in accordance with coaching plans that have been developed. This will offer another layer of accountability regarding teacher coaching plans in order to advance student learning. In addition, this ELA program specialist will collaborate with the leadership team at the school and serve as a liaison with other district elementary program specialists to enlist appropriate support in other areas of need.

Based on last year's state testing results, ELA, Math, Science, and Social Studies Curriculum Maps were realigned this year to ensure all grade level standards are taught for all subjects in a progress or sequence that supports students learning. Follow-up support for program implementation will be provided by content specific program specialists through professional development opportunities, classroom modeling, and collaborative planning with grade-level groups.

The School Counseling and Assessment department works with district departments and schools to ensure that progress monitoring and summative assessment data is used effectively to improve instruction. Based on results of the Quarterly Standards Mastery Assessments (QSMA), a strategy that will be implemented to provide ongoing support is the creation of data videos. These videos are produced at the conclusion of each QSMA assessment window to review questions that show a need to improve the instruction of assessed standards.

The leadership team disaggregated data completed during the beginning of school year assessments. This reading, math, and science data results help determine upcoming instructional and professional development needs.

6. District's Allocation of Supports and Resources

Data is used to determine resource allocation needs and efforts. The following types of data exemplify what is analyzed by school: students with disabilities, individual education planning (IEP) meetings held, referrals for psychological evaluations, social worker referrals, office discipline referrals, students scoring level 1 or 2 on FSA reading, students scoring level 1 or 2 on FSA math, and students absent or tardy to school.

These data elements are monitored to ensure the needs at Reddick Collier Elementary are met in terms of number of support staff serving the schools, the frequency, and purpose while on campus. For example, if discipline referrals increase, there may be a need to utilize a behavior specialist to help problem solve and offer on-site assistance.

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District's Allocation of Supports and Resources (continued)

The following are examples of extra support being provided to Reddick-Collier. The ESE Department is providing additional support to by assigning an Area ESE coordinator to on a weekly basis. The purpose of the coordinator's time on the school campus it to trouble shoot any student specific academic or social emotional issues. In addition, the coordinator's presence on campus will help identify any instructional support needs. As result of efforts, the math and reading assessment data will illustrate increase.

The Student Services Department is also offering weekly support with a coordinator visiting on-site. The coordinators' site visits are documented on a shared platform to assist with communication amongst the department to ensure action steps are accomplished in a timely manner. In addition, the Director of the Student Services Department will meet monthly with the principal and document summaries of the meetings and identify any needed action steps. For instance, a need may be identified to create a professional development course or solicit assistance from the Social Work and School Psychology Department. The total number of referrals will decrease as a result of the problem solving and providing proactive strategies.

7. **District Policies and Practices Changed to Support the School**

An identified area that needed changed in the district was the Multi-Tiered System of Support (MTSS). MTSS has been revised this year with updated proficiency charts, new intervention continuums for English Language Arts and Math, and updated progress monitoring expectations. Follow-up support for intervention implementation will be provided by coordinators and program specialists within the elementary education department. Teachers and administrators will be expected to regularly monitor student progress through i-Ready growth monitoring, program specific progress monitoring tools, and utilize the five-minute observation tools provided for administrators. Evaluating the effectiveness of programs for students and program implementation will be supported by Area Directors and the Director of Elementary Education.

A district policy that was altered with the Marion Education Association's approval was reducing the length of time of posting positions from five days to three days to help expedite the hiring process in DA Schools.

8. **System and Practice to Review and Monitor Effectiveness of Support**

Data will be reviewed by each department to monitor the effectiveness of support. The Directors of each department will be meeting weekly with the Deputy Superintendent as a direct line for accountability and decision-making. The Deputy Superintendent will schedule additional meetings with select directors based on focus and action items related to School Improvement and TOP-2 plans.

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Assurance 2: School Capacity-Leaders and Educators

☐ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

☒ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

☒ The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.

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3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

Leadership Team Experience and Selection

The former principal at Reddick-Collier Elementary School was replaced November 2018 after serving in the role since July 2017. At the time of replacement, the result for English Language Arts and Math Quarterly Standards Mastery Assessments illustrate academic growth in each cohort of students.

- ELA:
  - 3rd to 4th Grade: 3% increase (45% to 48%)
  - 4th to 5th Grade: 10% increase (50% to 60%)
- MA:
  - 3rd to 4th Grade: 4% increase (36% to 40%)
  - 4th to 5th Grade: 16% increase (30% to 46%)

Despite Quarter 1 Academic Data trending positively, the principal was replaced. This replacement followed Commissioner Pam Stewart's recommendation given at the State Board of Education Meeting held on October 25, 2018.

The new principal, Christine Sandy, at Reddick-Collier Elementary School has been an administrator for 20 years, beginning in July 1998. The district made the decision to place Ms. Sandy at Reddick-Collier to provide the leadership experience needed to improve student growth and the school grade. Previously, Ms. Sandy served as principal at Dunnellon Middle School from 1998-2002, where the school grade increased from a C to an A. In addition, she served as principal at Oakcrest Elementary School from 2002-2005, where the school grade increased from a D to a C during her time spent as principal there. In 2006-2013, Ms. Sandy served as Marion County's Executive Director of Elementary Education. In 2013-2014, Ms. Sandy served as principal of Stanton-Weirsdale, where the school grade increased from a B to an A. During the years of 2016-November 2018, Ms. Sandy has worked as a District Administrator in the Guidance & Testing Department of Marion County Public Schools. J.D. Byard began as the assistant principal in July 2018. Byard has previously served as assistant principal at "A" and "B" schools in Ward-Highlands Elementary and Osceola Middle School, respectively.

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent and Deputy Superintendent actively recruit lead teacher and assistant principals. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are selected, they are placed in schools whose needs can be

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met by the expertise and experience of the incoming assistant principal and principal. Ongoing professional development and support will be given to the members of the leadership team.

Building Capacity of Turnaround Leaders

Although the district did not provide monetary incentives to principals leading turnaround schools, they are supported in several ways.

Jayne Ellspermann, former National Principal of the Year, with 25 years of experience as a school principal as well as experience transforming low performing schools, is providing on-site feedback and support. Specifically targeted principal coaching and leadership professional development is created based on school visits. This professional development builds on the district professional development initiated this summer with the Center for Educational Leadership Development (CEL) and the research conducted at the University of Washington on the Five Dimensions of Teaching and Learning. Mrs. Ellspermann is conducting a detailed baseline walkthrough with the principal at each school utilizing the "Noticing" and "Wondering" format of the CEL.

Specific feedback is provided throughout the walkthrough related to standards-based instruction targeting grade level rigor and fidelity of the instruction related to the standard. The focus of each coaching session is to increase the principal awareness of what they should look for and recommendations on what they should do if they do not see what is expected in a highly effective classroom. Mrs. Ellspermann will be conducting a focused professional development workshop for the targeted principals in October, followed by modeling a school-based instructional focused meeting at each school.

For the remainder of the school year, Mrs. Ellspermann will conduct school visit coaching sessions and workshops for the turnaround leaders focusing on how to lead learning utilizing the district teacher evaluation tool which is based on the research of Charlotte Danielson as well as the Five Dimensions of Teaching and Learning. Quarterly data will be used to determine the effectiveness of this support and a survey will be used to collect data from the turnaround leaders to inform the focus and direction of this support.

Principal Sandy and her leadership team has the opportunity to be a part of the DA Schools cohort and participate in professional development sessions led by Educational Directions. These professional learning opportunities were divided into the focus "periods" associated with the "Rhythm of the Learner Year" model. For instance, the first session focused on the "Opening Window Period" which included the identification and management rituals and routines in order to help set the stage for a productive school year.

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Building Capacity of Turnaround Leaders (continued)

The second session included planning for the "Formative Period" which focused primarily on increasing student potential as a learner by identifying and focusing on select strategies and monitoring tools. December 4 will be the next professional development session will include an understanding to the "Calibrating Period" which will focus on "Building assessment proficient performance and Mastering uses of content on high-level assessment and in real-world scenarios."

Another example of helping build capacity in the instructional leadership, includes the partnership Marion County Schools has with The Center for Educational Leadership, through the University of Washington. The Reddick Collier Elementary Leadership Team will be a part of a cohort of leaders. This opportunity will involve on-site walkthroughs and training in analyzing instruction and determining next steps in advancing the teaching and learning.

In summary, the format of the learning walks will be as follows. Review focus will be based on a specific student Problem of Learning (POL) (student assessment data). In addition to the POL, an Area of Focus (AOF) will be determined using the POL. Classroom visits will be 20 minutes in length by three groups of school and district administrators. Noticing's during the learning walk will be shared as the lesson is recreated after each learning walk group has completed the visit. Using the noticing's, a list of wonderings will be crafted. The wonderings will be authentic questions based on the noticing's, tied to the Area of Focus. Using all the information from the process, a list of CAN's & VERGES will be formulated.

This process will lead to targeted feedback conversations, which school-based administrators will have with the teacher. Follow-up classroom visits will be occurring to observe response to feedback. Once the process is modeled for the school, it will be replicated by school based administration and supported to build capacity of effective instruction. Observational notes will illustrate an improvement school wide regarding the alignment of the learning target and checks for understanding to the Florida Standard.

Florida Statutes 1012.34 requires the assurance that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures. During the week of September 17, 2018 the Teaching and Learning Department in Marion County will provide all administrators with the opportunity to interact with the TNL Observation 3.0 platform, review the procedures and criteria for evaluators, submit baseline data for inter-rater reliability, and explore vital components of state VAM ratings and calculations as well as local growth models utilized to represent student achievement within the evaluation system. This data will be used to identify strengths, areas for focus, and next steps regarding administrator evaluation supports.

Operational Flexibility

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Operational flexibility will be given to Principal Sandy to determine the budget expenditures for qualifying grants in order to support the School Improvement Initiatives.

District Actions Regarding Leadership Team After One Year

Data is a determining factor in the decision making process of whether or not to retain or replace the leadership team. If student achievement (academic and behavior) results do not improve, then the principal will be replaced. Other data sources, such as climate results, are also considered in making the determination of whether or not the leaders are best suited for that particular site or any site. The Deputy Superintendent of Curriculum and Instruction and the Superintendent of Marion County Public Schools make the final determination.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

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Assurance 2: Narrative-School Capacity- Educators

Assurance 2: Narrative-School Capacity- Educators

Hiring is completed at the school level. Reddick Collier Elementary participated in the job recruitment fair held in May 2018. Assistance was given to Reddick-Collier to expedite hiring by reducing the length of posting from five days to three days. This change of board policy was supported by the Marion Education Association.

Concerted efforts are made to ensure that students are taught by certified teachers. During the school year, classes will be divided amongst other teachers on the campus or the core content area will be taught by a content area specialist (coach) as unexpected absences of teachers occur. This procedure will help ensure that students are receiving instruction from certified teachers.

Monetary incentives are offered by Marion County Public Schools and endorsed by the Marion Education Association in an effort to attract and retain teachers. The complete details are outlined in the Memorandum of Understanding (MOU) that is signed by the Chief Negotiators for the School Board of Marion County and the MEA. Below is an excerpt from the current MOU.

Recruitment Supplement: A monetary incentive to attract highly effective teachers, will be determined annually by the District and will be offered to all qualifying members of the bargaining unit who transfer into schools that are in Differentiated Accountability (DA) Status and are allocated Unified School Improvement Grant funds. To qualify for the Recruitment financial incentive, instructional personnel must have a 3 year aggregate State Value Added Model (VAM) score of Highly Effective (HE) or a 3 year aggregate Student Achievement Score of Highly Effective (HE), as reported on the Summative Evaluation and transfer to a TOP School. These scores are based on the most recently reported year or reported at the time of transfer. The incentive will be prorated for qualifying teachers based on the number of days worked.

If vacancies still remain at the DA Schools ten business days prior to the first day students report, a monetary incentive determined annually by the District will be offered to all qualifying members of the bargaining unit who transfer into the TOP Schools to attract Effective teachers. The District will offer a Recruitment financial incentive to instructional personnel who receive a 3 year aggregate State Value Added Model (VAM) score of Effective (E) or a 3-year aggregate Student Achievement Score of Effective (E), as reported on the Summative Evaluation. These scores are based on the most recently reported year or reported at the time of transfer. The incentive will be prorated for qualifying teachers based on the number of days worked.

Retention Supplement: In an effort to retain highly effective teachers at the TOP Schools, a monetary incentive determined annually by the District will be offered to all qualifying members of the bargaining unit, who are retained at schools that are in Differentiated Accountability (DA) Status and are allocated Unified School Improvement Grant funds. The District will offer a Retention financial incentive to instructional personnel with an overall Summative Evaluation rating of Highly Effective (HE). The upcoming retention bonus will be based on the current school year's overall Summative Evaluation once received. The incentive will be prorated for qualifying teachers based on the number of days worked. The District desires to reduce turnover while retaining the very best teachers at schools needing their expertise.

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District-Managed Turnaround Plan—Step 2 (TOP-2)

2018-2019 Recruitment:

Qualifying Criteria	Amount	When does individual receive money?
• Most Current 3-year aggregate State VAM Score of Highly Effective at time of transfer • Most current 3-year aggregate Student Achievement Score of Highly Effective reported on Summative Evaluation at time of transfer	$5200.00	• $5200.00 dispersed in paychecks across 2018-2019 pay period • The incentive will be prorated based on the number of days worked.

Since instructional vacancies remained at the TOP Schools ten business days prior to the first day students report, the following monetary incentive was also in place to attract Effective Teachers.

Qualifying Criteria	Amount	When does individual receive money?
• Most Current 3-year aggregate State VAM Score of Effective at time of transfer • Most current 3-year aggregate Student Achievement Score of Effective reported on Summative Evaluation at time of transfer	$2600.00	• $2600.00 dispersed in paychecks across 2018-2019 pay period • The incentive will be prorated based on the number of days worked.

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District-Managed Turnaround Plan—Step 2 (TOP-2)

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

- May 5, 2018-Job Fair was organized and hosted by Marion County Schools.
- July 18, 2018- Virtual Fair was organized to recruit teachers for schools with high numbers of vacancies. Turnaround schools were given priority to the event.
- August 1, 2018-Personal outreach to FSU's intern coordinator to advertise MCPS' needs with College of Education in addition to posting vacancies on their job board.
- August 10, 2018-Personal outreach to teachers with expired temporary certification to reapply for another temporary certificate.
- August 15, 2018-Partnered with Citrus Levy Marion CareerSource and Central Florida Talent Center to post vacancies on their websites
- August 17, 2018-Partnered with Floridateachers.org to receive list of individuals who expressed interest in teaching as a career
- September 15, 2018-Marion County Job Fair with $1000.00 signing bonus
- September 20, 2018-November 16, 2018-University Fall Majors Career Fairs

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

One unsatisfactory and two needs improvement teachers were reassigned when school grades were released based on 2016-2017 VAM. These reassignments occurred in order to lessen the number of needed moves once 2017-2018 VAM ratings were released. The student service manager/dean was retained at the school with an unsatisfactory VAM rating, however, he will not be serving in the capacity of instructor to the students. There were no unsatisfactory teachers based on the 2017-2018 VAM, however, there are three needs improvement teachers remaining at Reddick Collier to provide continuity and prevent vacancies. These numbers are below the district average. These teachers with needs improvement VAM rating each have a coaching plan to offer any needed support. These plans are implemented with timely action steps and will be closely monitored.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

Instructional staff reassigned based on the 2017-2018 state VAM rating were not reassigned to DA Schools in Marion County.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

There is currently one instructional vacancy in kindergarten due to increased enrollment.

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District-Managed Turnaround Plan—Step 2 (TOP-2)

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	3	2	0
School %	0%	8.57%	5.71%	0%
District %	15%	48%	17%	20%
State %	18%	54%	14%	14%

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submission of the TOP-2
Kendra Hamby, Early Learning and Turnaround Schools Director
Contact information: email, phone number
Kendra.hamby@marion.k12.fl.us   352-236-0514
Date submitted to the Bureau of School Improvement (due October 1) ****Resubmitted following the SBOE Meeting held October 25, 2018.** _11/9/18_
Superintendent signature (or authorized representative) _Heidi Maier_

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