



TOP-1

District-Managed Turnaround Plan – Step 1 (TOP-1)

Marion County
Oakcrest Elementary

Due: September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and the BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1. The subject line of the email must include the district name, school name and TOP-1.

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

Oakcrest Elementary School/0341

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

<p>Names and affiliation of CAT members:</p>

<p>District: Sarah Dobbs – Principal, Rebekah Winkler – Assistant Principal, Kelly Ostanik – Assistant Principal, Dr. Danielle Brewer – Interim Superintendent, Ben Whitehouse – Deputy Superintendent, Bernard Rembert – Area Superintendent, Joeline Vining – Director of Assessment, Accountability, and Research</p>
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<p>School Board: Nancy Thrower – School Board Member</p>
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<p>State: Cassandra Brusca - Regional Executive Director, Edward Kiep - School Improvement Specialist</p>

<p>Dates of CAT meetings (held and upcoming meetings):</p>

<p>September 4, 2025</p>

<p>November 3, 2025</p>

<p>February 12, 2026</p>

<p>May 7, 2026</p>

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What school data was analyzed?

In preparation for the 2025-26 school year, data analyzed included school grades from 2022-23 through 2024-25. Data was disaggregated for ELA, math and science by achievement, learning gains and the performance of the lowest performing quartile. Additional data points reviewed were monthly average student attendance rates and student discipline incident data from the past three years. This allowed the team to identify trends, measure progress and determine priority areas for the upcoming year.

Identified causes of low performance:

ELA

ELA proficiency in grades 3–5 with only 31% of students reading at or above grade level. Causes include:

- Limited differentiation and intervention practices to meet the needs of all students and address underperformance in foundational skills.
- Strategies and instructional practices to meet the needs of students with disabilities were not consistently implemented.
- Lack of benchmark-aligned instruction and practices to increase student engagement in aligned tasks.

Math

The data component that showed the greatest decline from the prior year was fifth-grade math proficiency. The Florida Assessment of Student Thinking (FAST) math data from 2024-25, fifth grade saw a 9% decrease in proficiency compared to the previous year. Currently, only 18% of fifth-grade students are performing at or above grade level. Causes include:

- Inconsistent implementation of benchmark-aligned instruction and highly effective instructional practices.
- Local progress monitoring data did not translate into end-of-year proficiency.
- Limited differentiation and intervention utilized to meet the needs of all students and address underperformance in foundational skills.

Science

The data component with the lowest performance was science. 20% of students demonstrated proficiency in science. Causes include:

- Inadequate resource and time allocation to science instruction.
- Inconsistent implementation of benchmark-aligned instruction.
- Missed opportunities for hands-on and inquiry-based learning to strengthen student understanding of science concepts.
- Lack of vertical alignment to build science content knowledge between grade levels.

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Recommendations for school improvement:

- Appoint an experienced principal with a successful school improvement record.
- Staff the school with certified, experienced and effective instructors, including 16 reading endorsed teachers.
- Ongoing progress monitoring through local and state assessments.
- Review data weekly with the Central Office team to create plans of action to address the data.
- Support from the Bureau of School Improvement (BSI) at least twice a month.
- Coach, support and monitor teachers in delivering standards-based instruction to all students through highly effective instructional practices in all grades and content areas every day.
- Improve classroom and school environment to decrease the number of discipline referrals.
- Improve classroom and school environment to reduce the number of chronically absent students.
- Hold monthly meetings for The Attendance Response Committee composed of business partners, community outreach, district and school-based members to target strategies for increased engagement and attendance.

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 learning 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 state academic 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 schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic 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 state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of

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statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

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 learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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 the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

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

The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

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An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

The district must submit instructional rosters for this school no later than August 1. These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	9	2	1
School %	0	75%	17%	8%
District %	8.38%	59.10%	18.93%	13.58%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

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 completion and submission of TOP-1
Bernard Rembert – Area Superintendent
Contact information: email, phone number
Bernard.rembert@marion.k12.fl.us 352-236-0593
Date submitted to the RED and the Bureau of School Improvement (due September 1)
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
9/9/25