



Pam Stewart, Commissioner

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

42 - Marion

Heidi Maier, Ed.D., Superintendent
Dustin Sims, Northeast Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To empower every student to become a life-long learner who possesses the requisite skills and attitudes to be a responsible, productive and engaged citizen.

b. District Vision Statement

Marion County Public Schools is the preferred provider for a free, quality, public education in the county. We are the employer of first choice for highly-qualified, motivated, and highly-effective educators and support personnel.

c. Link to the district's strategic plan (optional)

<http://www.marionschools.net/domain/187>

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The superintendent and executive cabinet set the mission and vision of our district. Decisions are ultimately made to best meet the needs of students across the district through the lens of three focus areas: Equity, Evidence, and Efficacy within a multi-tiered system of support for systems' improvement. Elementary, middle and high school principals worked together to develop the district's strategic plan to ensure that we "Empower every student to become a life-long learner who possesses the requisite skills and attitudes to be a responsible, productive and engaged citizen." Our district's data-based problem solving process helps determine the expenditures and guides the development of action plans, implementation, and the progress monitoring to reach our district goals.

Tier 1 - Core Instruction Implementation

Our district has adopted the Florida Standards methodology for instructing all students. Teachers utilize differentiated instruction to meet the unique needs of students within tier 1 core instruction. Emphasis is being placed on five key areas to support effective, core instruction. These five areas include the implementation of Common Boards to align standards to instruction, regularly monitoring data to ensure student understanding of standards, displaying authentic student work artifacts that align to the rigor of the Florida Standards, utilizing learning scales (by students and teachers) to monitor student acquisition of the standard, and collaboratively planning to ensure impactful standards-based instruction.

Tier 1 - Progress Monitoring of Core Instruction

The DRA (Diagnostic Reading Assessment) is utilized for benchmarking reading 3 times

per year for all students in grades K-2. IReady is utilized for benchmarking reading 3 times a year for all students in grades 3-8, as well as intensive reading students in grades 9 and 10. Five growth monitoring assessments are utilized with Tier II and Tier III students in grades 1-10 between benchmarking assessments for reading and are utilized with Tier II and Tier III students in grades 1-8 for math. Intensive reading students in grades 11 and 12 are growth monitored utilized Reading Plus. Mastery of the standards are assessed via Interim Standards Mastery Assessments for reading on a tri-annual basis in grades K-10 and on a tri-annual basis for students in grade K-8 for math.

In addition, MCPS has developed an Early Warning System based on the following 5 indicators that are predictive of on time graduation: Attendance, Course Failures, Office Discipline Referrals, Mobility and Retention. These groups will then be disaggregated and the problem solving process will be utilized to provide intervention(s) and monitor progress of getting these students back on track. Action planning takes place based on progress monitoring data encompassing all of these areas.

Tier 1 - Behavior Implementation

Our district implements the 10 critical elements of school wide positive behavior support as our core behavioral instruction. These 10 critical elements include: team, faculty commitment, effective discipline procedures, data based decision making, expectations and rules are posted and taught, a school wide rewards/recognition program is in place, plans for teaching school wide expectations are embedded into general curriculum, classroom rules are tied to school wide expectations, there is a full implementation plan, and there is a program evaluation plan.

Tier 1 - Behavior Progress Monitoring

The Benchmarks of Quality are used to monitor progress of schools' implementation of the 10 critical elements. Office discipline referrals and out of school suspensions are monitored at the following levels: district, feeder pattern, level (elementary, middle, high), and school. Action planning takes place based on progress monitoring data. Monthly discipline meetings help student management staff track data and receive professional development to support schools.

Tier 2 - Instruction Implementation

Universal screening data is used to help assess the effectiveness of tier 1/core instruction. Data sources may include, FSA, IReady, DRA, Reading Plus, Early Warning System, District created Interim Standards Mastery Assessments, district created Summative Standards Mastery Assessments, and office discipline referrals. These data elements also reveal the students in need of tier 2 group interventions. Once identified as needing supplemental support, the data is disaggregated to group students by "common need" for implementation of tier 2 intervention. Aligning the intervention to the identified need is essential as well as ongoing monitoring of implementation and data results. MCPS has a reading, math, and behavior intervention protocol that outlines some recommendations to be used based on problem identification. Tiered interventions are implemented with the ultimate goal being that all students are successful.

Tier 2 - Progress Monitoring

Students placed in a tier 2 intervention are monitored by the teacher to determine their response to the intervention (positive, questionable or poor) and to guide the problem solving process. Ongoing monitoring by the administrative team and content area specialists would help ensure the intervention is being provided with fidelity. In addition, the ongoing monthly data review would help ensure that the intervention matches both the problem identified as well as the severity of each student's needs. Progress

monitoring plans are determined based on the intervention implemented and may include DRA or IReady data for reading, IReady data for math, office discipline referrals, attendance, daily behavior points, etc.

Tier 3- Individual Student Instruction

Progress monitoring data is used to determine students' responses to tier 2 interventions and decide when individualized, intensive, tier 3 interventions are warranted. When progress monitoring data is not readily available (e.g., a student moves into our district with no documentation of interventions) and academic or behavioral performance indicates a need for intensive support, tier 3 interventions may be implemented concurrently with tier 2 support. Tier 3 interventions are typically developed during a problem solving meeting comprised of a multi-disciplinary team that includes both school based personnel and district support personnel. Tiered interventions are implemented with core/tier 1 as the ultimate goal is for students to be successful with core/tier 1 instruction.

Tier 3 – Progress Monitoring

Students receiving tier 3 interventions are monitored to determine their response to the intervention (positive, questionable or poor) and to guide the problem solving process to ensure the intervention provided matches both the problem identified as well as the severity of the students' needs. Progress monitoring plans are determined based on the intervention implemented and may include DRA or IReady data for reading, IReady data for math, office discipline referrals, attendance, daily behavior points, etc. The problem solving process (i.e., problem identified, problem analyzed, intervention implemented, response to intervention evaluated) is utilized in a cyclic manner (i.e., applied repeatedly) until the problem is solved. This may result in refining the intervention implementation until the right match is found, or could result in a referral for a special education evaluation or even a change of placement. Progress monitoring occurs on a monthly basis at this level.

Teacher Support System Implementation

The Marion County Instructional Evaluation System (MCIES) is based on the Charlotte Danielson model. Walkthroughs and observations are conducted by school based administrators, and ongoing feedback is provided to our instructional staff to strengthen each teacher's craft. Professional development is offered through a variety of modalities (e.g., face to face, Moodle platform, modules, coaching, etc.) to provide training for areas in need of improvement. Professional development is also provided to help instructors stay current with best practices in education.

Teacher Support System Progress Monitoring

Needs assessments are conducted to ensure professional development offerings meet the needs of our personnel. Data provided from the MCIES can also be utilized to determine the needs and guide professional development plans. Many trainings include coaching and follow up to ensure training participants have assistance in the implementation of skills acquired at workshops. There are evaluation components built into our professional development technology system (Truenorthlogic) to monitor the quality of professional development offerings, alignment between trainings and participants deliberate practice, alignment between trainings and district goals, as well as quality of professional development trainers.

Alignment of Media Resources

School library media centers contain a variety of resources for students. Print materials, electronic books, and databases are available throughout the district. While the majority

of library resources contained in schools are funded with the state's instructional materials allocation for school libraries, the district supplements the state's allocation by covering the costs of GALE databases, World Book Online, and Teachingbooks.net for all school library programs. The district also funds and uses Destiny Library Manager to circulate print and digital materials. This software allows all students to access materials at school and at home via individual accounts. School library media specialists are responsible maintaining an inventory of all print and digital library materials; they utilize Destiny Library Manager to facilitate the process. All items are barcoded and entered into the circulation system. Complete inventories are conducted annually.

Digital resources purchased by the district are reviewed on an annual basis. Usage statistics, direct input from school library media specialists, and district priorities help determine the types of materials purchased. There are several components within the digital resources provided by the district that support Priority and Focus Schools. World Book Online contains an early learning database that contains resources to support lower level readers such as beginning reader lexile level interactive electronic books with audio. It also includes a Spanish language database to support English Language Learners with resources such as visual Spanish-English interactive dictionary. The MCPS Coordinator of Special Programs, is responsible for district library purchases.

Individual school library media specialists are responsible for the selection and purchase of materials for their individual school library programs. The primary objective of the school's library media center is to implement, enrich, and support the educational program of the school. School library media specialists work to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. MCPS School Board policy 4.22 describes school library selection criteria:

- Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
- Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- A background of information enabling students to make intelligent judgments in their daily life.
- Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
- A comprehensive collection appropriate for the users of the media center, which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.
- The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
- First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

In order to ensure that expenditures are aligned to school improvement plans, there is an approval process used in Marion County Public Schools. Evidence and Efficacy is an integral part of the process. Purchase requests must be accompanied by a form outlining how they will support the successful implementation for the school improvement plan.

The principals on assignment review and approve these requests or offer feedback if additional information is needed. The effectiveness of the purchase, evidenced by data, is also expected.

Data is used to allocate resources available to schools. For example, each school has support staff who visits the schools they serve on a daily/weekly/monthly basis. These professionals include: ESE specialists, behavior specialists, school psychologists, social workers. Data is used to best determine the number of professionals who will be assigned to serve schools, the number of visits per week or month, and the type of work they will do when on campus.

The way in which each district support personnel serves their assigned schools is data driven. For example, schools in need of tier 1 support utilize their support team members to strengthen tier 1; schools who struggle with providing tier 2 interventions to groups of students will utilize their support team members to problem solve tier 2 barriers and help to implement and monitor group interventions; and schools in need of tier 3 support to meet the unique needs of individual students demonstrating intensive academic and/or behavioral challenges utilize their support team members to support tier 3.

Data is used to monitor progress of our resource allocation 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 from school 15 or more days. These data elements are monitored to ensure the needs of schools are met by the support team members in terms of number of support staff serving the schools, the number of times they are at each school per week and/or month, as well as the way their time is spent while on campus. For example, a school with significantly more office discipline referrals may need to utilize their behavior specialist to problem solve implementation of the 10 critical elements and help strengthen Tier 1. Another school may have a significant number of students absent 15 or more school days and will need the support team to problem solve student engagement.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The Superintendent's "Boots OnThe Ground" initiative is a change in structure that will offer ongoing, direct assistance for schools. District administrators, supporting leadership development, will be assigned to visit the school bi-weekly for walk-throughs and immediate feedback. District administrators will meet bi-weekly with principals. These regular meetings and site visits will involve discussions about disaggregated data (Quarterly Standards Mastery Assessments in ELA, Math, and Science, IReady Diagnostic reading and math testing, and Development Reading Assessment) as well as walk through data regarding instructional practices and school climate.

District supported personnel composed of Content Area 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 school success and support for action planning to remove those barriers. 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 such as ESE, ELL, Family/School/Community Engagement, and Curriculum/Instruction to address the socioeconomic, academic, and behavior needs of the school. For instance, curricular support will be provided to ensure that teachers understand how to plan and deliver instruction to the depth of the Florida Standards. Also, the School Counseling and Assessment department will be an integral part of working closely with the staff in disaggregating current data to help drive focused instruction as well as supporting students in need.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

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 while maintaining the required instructional minutes per subject area. This "operational flexibility" will contribute to ultimately increasing student achievement.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

An integral part of the plan to improve student achievement at all schools, including those designated as "Differentiated Accountability," is to build the capacity of all staff members and develop the partnerships with the community. An emphasis is being placed on improving Tier I instruction. The "Boots On The Ground" initiative by the Superintendent is to provide on-site assistance to help 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.

As a result, delivering effective instruction and providing ongoing feedback will help maintain Tier I instruction that results in proficiency and learning gains of all students. In addition to positively impacting student achievement, teachers and leaders will be retained respectively to the support given through 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.

B. Stakeholder Involvement

1. Parent and Family Engagement Plan (PFEP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

MCPS Family, School, and Community Engagement's mission is to build a trusting, collaborate relationship among teachers, families, and community members in order to reach high academic and social achievements for all students. Family, School, and Community Engagement will implement effective family involvement activities to improve student's academic achievement and school performance through the following activities:

- School based cultural assessment will be conducted by principals at each school.
- Workshops will be based on the analysis of student data and the activities survey completed by parents at the beginning of the school year.

The School district with support from Family, School, and Community Engagement will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Workshops will be conducted for families at each school.
- Materials will be provided for the workshops through each school's budget for parental involvement.
- Parents will have input as to what issues will be presented through the survey sent at the beginning of each school year.
- State standards for each grade level will be available for viewing on the Marion County website.
- A description of each school's curriculum will be posted on the website.
- Each school will inform parents/families about the curriculum being taught.
- Each school's handbook will contain a grading scale.
- Progress reports will be sent home every grading period.
- Each school's Attendance Coordinator will continue to communicate to families about attendance.
- Each school will work to foster good relationships between the larger community and school.

The school district will, with support from Family, School, and Community Engagement assist its schools and families, educate its teachers, pupil services personnel. Principals and other staff, in how to reach out to, communicate with, and work with families as equal partners, in the value and contributions of families, and in how to implement and coordinate family programs and build ties between families and schools, by:

- Each principal will present family involvement issues to the faculty of the school on family involvement.
- Each principal will meet with other school personnel to discuss strategies on how to have a Family-Friendly school.

The school district will ensure that information related to the school and family-programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand.

- The Marion County School system will provide an EL/Migrant Students Coordinator to help

each school with translators when needed.

- The Marion County School system will provide a District-Wide EL teacher to work with school-based EL certified personnel to work with students.

The School District will designate a Homeless Student liaison whose responsibilities include ensuring that the LEA responsibilities are met and that homeless students receive the educational services to which they are entitled.

- The Homeless liaison will work closely with principals and staff to help identify any homeless students.
- All schools in the district will follow and adhere to the policy on Homeless students set forth by the Marion County School Board.
- The Title I program at the District level will set aside funds to be used for the homeless students

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The district works collaboratively with the school-level leadership. Data, from a variety of sources, is analyzed to identify the needs and barriers. Specific trends are identified (data, teacher turn over, discipline, attendance, students performance, etc.) followed by developing the strategies to overcome barriers. As a result, time is spent to develop specific plans and apply for grants to assist with providing the resources for effective implementation.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Hamby, Kendra, kendra.hamby@marion.k12.fl.us

b. Employee's Title

Director

c. Employee's Phone Number

(352) 671-7700

d. Employee's Phone Extension

50120

e. Supervisor's Name

Dr. Grantham

f. Supervisor's Title

Assistant Superintendent

g. Employee's Role and Responsibilities

Kendra Hamby will work collaboratively with the Principals on Assignment, who are serving in the "Leadership Development" department, to offer accountability and support to building-level leadership teams. For instance, walk-throughs with building level administration will assist with calibration in providing feedback to teachers. She is the district's contact for Differentiated Accountability and Early Learning working closely with

the Bureau of School Improvement to coordinate site visits and professional development as well as oversee the deliverables in relation to school improvement grants.

2. District Leadership Team:

Butler, Shannon, shannon.butler@marion.k12.fl.us	
Title	Director
Phone	(352) 671-7700
Supervisor's Name	Dr. Jonathan Grantham
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	<p>Director Grants and Federal Programs Dr. Butler is responsible for the overall implementation of federal programs. She serves as a member of the Curriculum and Instruction Division. Under the supervision of the Deputy Superintendent, I oversee the planning, implementation, evaluation and reporting required by federal funding projects.</p> <p>Essential Job Functions:</p> <ul style="list-style-type: none"> • Supervises and monitors performance of certificated and classified staff assigned to the department of grants and federal programs • Stays current on all guidelines, requirements, and procedures for submitting state and federal projects • Provides expertise and information on best practices on support for low performing schools • Provides up-date reports regarding federal and state projects • Initiates all required actions for any school identified as Title I Program • Monitors implementation of projects as outlined in project timelines • Attends all federal and state program training institutes as needed or recommended by the Deputy Superintendent.

Vianello, Mark, mark.vianello@marion.k12.fl.us	
Title	Director
Phone	(352) 236-0500
Supervisor's Name	Dr. Jonathan Grantham
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	<p>Executive Director of Career & Technical Education The Executive Director of Career and Technical Education works with teachers, school administrators, and community organizations to ensure quality delivery of all CTE programs. This role directly supervises Marion Technical College, Marion Technical Institute, and works collaboratively with school officials to oversee all secondary Career & Technical programs.</p>

Abshier, Dama, dama.abshier@marion.k12.fl.us

Title	Director
Phone	(352) 236-0500
Supervisor's Name	Dr. Grantham
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of Alternative Learning Provide ongoing support and professional development for district and building level problem-solving teams. Oversee the alternative placements of students and the transitions back to base schools when appropriate.

Dobbins, Barbara, barbara.dobbins@marion.k12.fl.us

Title	Director
Phone	352-236-0500
Supervisor's Name	Dr. Jonathan Grantham
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of Leadership Development The goal of the Leadership Development team is to identify, recruit, train and mentor existing and aspiring school based administrators. The team members serve as liaison between the schools and District departments and support school based administrators by providing mentoring, resources, staff development and leadership training to existing and potential school based administrators. Additionally, the department oversees the selection process for Marion County administrative pools from which school level administrators are selected.

Gerlach, Holly, holly.gerlach@marion.k12.fl.us**Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Director of Elementary Education Curriculum

Review applications, screen and interview prospective department personnel.

- Develop, organize and direct programs, budgets, departments and personnel.

- Assist in the development of activities designed to achieve priority goals identified through the district's planning process.

- Plan, prioritize, direct, and allocate resources to ensure the implementation of related services, curriculum, and in-service training to provide for continuous program quality.

- Coordinate services for monitoring and ensuring compliance.

- Supervise assigned personnel, conduct annual performance appraisals, and make recommendations to the Deputy Superintendent for appropriate employment actions.

- Analyze and interpret a variety of state and local data to determine needs of district, schools, personnel, and students for the purposes of program improvement and action planning.

- Direct, modify and develop curricula and/or implementation plans for district-wide programs to address district needs.

- Assist in planning and delivery of Professional Development activities as needed.

- Develop and revise departmental budgets and supervise budgetary expenditures.

- Direct, facilitate, and expedite the information request to schools, teachers, parents and community leaders and coordinate services with schools, community and other governmental agencies.

- Read, interpret, and enforce district, state, and federal rules and statutes.

- Prepare all required reports and maintain all appropriate records.

- Provide and update policies and procedures affected by board policy, state statute or federal law for assigned area(s).

McAteer, William, william.mcateer@marion.k12.fl.us**Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of all Secondary Curriculum for MCPS. Supervise coordinators and program specialists for the Secondary level. Over Charter Schools, Athletics, Skyward, and Secondary Instructional Materials.**Horne, Shana, shana.horne@marion.k12.fl.us****Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director of Professional Development
Create and manage a comprehensive professional development plan that ensures strategies are used to positively impact instruction.**Underwood, Marilyn, marilyn.underwood@marion.k12.fl.us****Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Director Teaching and Learning:
1. Induction and new educator mentoring and support
2. Recruiting and developing teachers
3. School based new educator support programs
4. Intern placement and support program
5. Teacher evaluation and VAM

Fields, Elizabeth , elizabeth.fields@marion.k12.fl.us**Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Assistant Superintendent

Role and Responsibilities Director of Exceptional Student Education
 The Director of Exceptional Student Education oversees the IDEA allocation and services provided to both students with disabilities as well as students who are gifted. She is also responsible to oversee the compliance and monitoring of Individual Education Plans and Education Plans as well as state reporting measures. In addition, she must ensure that district resources are allocated appropriately to meet the needs of students and their IEP's.

McGuire, Suzanne, suzanne.mcguire@marion.k12.fl.us**Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Director

Role and Responsibilities Director Family, Schools, and Community Engagement
 Oversees the coordination of volunteers in schools and develops partnerships throughout the community to meet the students' needs.

Lopez, Juan, juan.lopez@marion.k12.fl.us**Title** Director**Phone** 352-236-0500**Supervisor's Name** Dr. Jonathan Grantham**Supervisor's Title** Director

Role and Responsibilities Director of Psychological and Social Work Services
 The director is responsible for supervising school psychologists (19), social workers (18), and social workers assistants (13). These individuals provide a variety of psychological and social work services to schools.

Raymond, Don, george.raymond@marion.k12.fl.us

Title	Director
Phone	352-236-0500
Supervisor's Name	Dr. Jonathan Grantham
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director of School Choice, Magnet Programs and Records Management Students Assignments (School Choice, Magnet), School Records, Opportunity Scholarships, Subpoenas, Foreign Exchange Program, court orders, and custody papers

McGowan, Jon, jonathan.mcgowan@marion.k12.fl.us

Title	Director
Phone	352-236-0500
Supervisor's Name	Dr. Jonathan Grantham
Supervisor's Title	Director
Role and Responsibilities	Director School Counseling and Assessment Oversees state and local assessment administration, scoring and reporting Oversees training and support of all school counselors Oversees school accountability processes Oversees research and evaluation requests Provides training and support in related areas

Hansen, Scott, scott.hansen@marion.k12.fl.us**Title** Director**Phone** 352-671-7775**Supervisor's Name** Mr. Scott Hansen**Supervisor's Title** Director

Director Technology and Information Systems
 Overall administration of Technology Division including Data Center Operations & Infrastructure, Telecommunications, Information Services & Software Development, Student Information and State Reporting, Media Productions. Primary areas of responsibility include:

- Develop short and long range plans for improvement of programs and services that will enhance the use and support of technology
- Budgeting for all technology related activities
- Project Management
- Assist schools and departments in developing plans to meet individual technology needs
- ERATE
- Disaster Recovery
- District Security Awareness Training
- Review and evaluate performance of programs and equipment
- Direct and support technology related professional development initiatives
- Assist the district in development of policies
- Submit recommendations related to organizational improvements involving staff or programs
- Board agenda items related to technology district wide
- Establish policies, standards, practices and security measures
- Cellular Towers
- Develop and maintain strong relationships with technology vendors
- Engaged Classroom pricing and scheduling

Role and Responsibilities**3. Educator Quality**

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

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 Leadership Development 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 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.

Data is a determining factor in the decision making process of whether or not to retain or replace a leadership team. If student achievement (academic and behavior) results do not improve, then a leadership team 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.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The Charlotte Danielson model of effective teaching practices is used to evaluate teachers. The district has a team of program specialists who are assigned to first year teachers and designated struggling teachers for support. Principals and assistant principals conduct the evidence based evaluation of all teachers. In each domain where the teacher is less than effective, strategies for improvement are provided along with support and assistance to increase performance.

First year teachers who do not score in the effective to highly effective range are non-renewed. Professional services contract teachers who do not effectively implement the strategies for improvement have ninety days of service in which to show improvement, thus avoiding dismissal.

Before hiring teachers in the spring and summer, the most recent State VAM score is reviewed to ensure that only effective and highly effective teachers are hired for District-managed Turnaround Schools. Any teacher currently on the campus that falls into a less than effective status, will be removed from the school.

D. Professional Capacity**1. Common Planning Time**

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Support is given by the district to building level leadership teams to develop a schedule that maximizes instructional time and allows time for collaborative planning by a grade level or department. It is expected that standards-based collaborative planning occur a minimum of once per week by grade level/department. Everyone should contribute/share understanding of the FL Standard, aligned resources, and reflect on instructional practices. The following questions will guide effective planning and practice:

1. What are we/students doing? 2. Why are we doing it? 3. What data do you have to support this decision? Teachers will develop standards-based lesson plans that will guide teachers in effective instructional practice and delivery.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Content Area Specialists are teacher leaders trained to work in real time, side by side with their colleagues in collaboration of best practice instruction, data analysis, and student achievement. The position is designed with a 60/40 split time in mind:

- 60% of time involves coaching and building the capacity of instructional practice. Job embedded supports include, but are not limited the following: model lessons, co-teaching, side by side coaching and collaborative observations of teaching.

- 40 % of time is spent directing working with students in the area of their speciality. This may include mentoring, student data chats and small group instruction. Collaborative data conversations between the Coaching Coordinator and site administrator(s) will guide the selection process of students selected to receive additional layers of support.

Schools with the highest priority, as identified by TOPS Status, were provided with 1.0 FTE unit of each of the following Content Area Specialist positions: reading, math and science. Focus and Priority schools were allocated Content Area Specialists based on two factors: Differentiated Accountability (DA) Status and number of students. Additional site-based allocations are as follows:

Elementary Literacy Content Area Specialists:

- o Schools with a student enrollment 650 students or more received 1.0 FTE unit.
- o Reddick-Collier and Stanton-Weirsdale received 1.0 FTE unit due to historical school grade analysis as well as the large number of incoming Pre-Kindergarten students.
- o Sparr/Anthony and Ocala Springs/Dunnellon equally share 1.0 FTE unit (.5 site A/.5 site b) due to smaller student populations and proximity.

Middle Literacy Content Area Specialists:

- o Fort McCoy Middle School received 1.0 FTE unit due to its K-8 student population.
- o North Marion Middle received 1.0 FTE unit due to historical school grade analysis.
- o Fort King Middle received 1.0 FTE unit in order to maintain growth out of previous TOPS Status.

Elementary Math Content Area Specialists:

- o Schools assigned "planning" and "watch" TOPS Status equally share 1.0 FTE unit. (.5 site A/.5 site B)
- o Schools with a student enrollment of 750 students or more were allocated a shared Content Area Specialist (.5 per site).

Elementary and Secondary Science Content Area Specialists

- o Allocated on the single factor of TOPS Status.
- o Schools assigned "planning" and "watch" TOPS Status equally share 1.0 FTE unit. (.5 site A/.5 site B)

Content Area Specialists will receive ongoing support by district-level personnel through job-embedded feedback. Personnel from Federal Programs, Teaching and Learning, Elementary Education, Secondary Education and Professional Development will provide support through professional learning committees, site visits and observations. Coaching and Teaching Universities will be help on a monthly basis to provide innovative, research-based best practice. Professional development opportunities will help build the capacity of our Content Area Specialists which has a direct impact on teaching instruction and student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan

Yes

District Reading Plans

https://www.floridacims.org/districts/marion?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

WriteScore is the program used in grades 4-5. Top Score is used as a supplemental for interventions in grades 4-5 and core in grades 2-3 in addition to other resources based on students' needs such as: Read, Write, Think; Writer's Workshop; Quick Writes

Program Type Core, Supplemental

School Type Elementary School

Description "Write Traits" is the core writing instructional program in Marion Public School District for all grade-levels. Write Traits can be found in the McGraw-Hill Wonders series. The program utilizes the "6-traits" model and is used in virtually every state by some school district. The model has become a model for statewide testing or has been incorporated into state standards for writing in numerous parts of the United states. The popularity of "6 trait" writing is largely due to two things. First, it simply reflects the heart and soul of what good writing is about, with definitions expressed in clear, easy to understand language teachers can teach from. Second, it strongly supports the good teaching practices process-based writing teachers have been using for years, particularly revision and editing.

With the shift to evidenced-based writing, additional resources or utilized. Top Score is used as a supplemental for interventions in grades 4-5 and core in grades 2-3. For grades K-3, writing is embedded in the MCPS curriculum maps and will appear as an end product (assessment). If students are needing additional support, teachers will know based on rubrics. From the score on the rubric, teachers will be able to pinpoint specific areas that require additional assistance and use a variety of resources, such as Read, Write, Think; Writer's Workshop; Quick Writes, etc. to hone in on areas of focus.

Florida Collections

Program Type Core

School Type Middle School, High School

Description Florida Collections provides complex text that prompts students to find evidence, reason, and communicate through a variety of media. Text are balanced offering students fiction, nonfiction, and informational text.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math and Prentice Hall Algebra I and II, Calculus, and Geometry

Program Type Core

School Type Elementary School, Middle School, High School

Description The curriculum addresses the Florida Standards and prepares students for career and college.

Algebra I & II, Geometry, and Calculus

Program Type Core

School Type Middle School, High School

Description Prentice Hall Algebra I and II, Calculus, and Geometry develop a deeper understanding of mathematical concepts to help students extend their math knowledge beyond the classroom. The program delivers a rigorous middle and high school math curriculum that address the Florida Standards and prepares students for STEM careers. Integration of the Standards for Mathematical Practice takes students beyond “doing” the math to “understanding and explaining” it.

Go Math!

Program Type Core, Intensive Intervention

School Type Elementary School

Description The 2012 Go Math program aligns to the Florida Standards in most cases. Teachers are trained to plan to the standards and utilize the lessons/ activities that strongly align. Students are provided strategies to understand the mathematics principals and become skilled problem solvers. The Go Math curriculum also provides intervention for tier 2 and 3 students.

Pearson Digits

Program Type Core

School Type Middle School

Description Digits combines a comprehensive math curriculum and technology to personalize math instruction. Although the book was written to the common core, Florida adopted the curriculum as a means to maximize curriculum for students at all tiers.

d. Science

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

National Geographic Science (Grades 3-5)

Program Type

Core

School Type

Elementary School

Research Base

National Geographic School Publishing programs are designed to meet national content standards and requirements for student mastery of skills. Our program authors are highly respected experts and researchers, ensuring that the instructional elements and methods used in our programs reflect the most current scientific research base and best practices to meet the needs of all learners. Author monographs and research base summaries are found in this section.

Description

Evidence of Effectiveness

National Geographic School Publishing recognizes the importance of gathering scientific research evidence to support educators in making decisions about instructional programs. Rigorous efficacy studies are conducted by third-party evaluators to gather both quantitative and qualitative evidence of a program's effectiveness. Research case studies illustrate how educators experience success in using our programs with their students. Efficacy study reports and educator stories of success are found in this section.

Florida Earth and Space Science (6th grade)

Program Type

Core

School Type

Middle School

Description

Florida Adopted Textbook for Science

Florida Life iScience (7th grade)

Program Type

Core

School Type

Middle School

Description

Florida Adopted Textbook for Science

Florida Physical iScience (8th grade)

Program Type

Core

School Type

Middle School

Description

Florida Adopted Textbook for Science

Florida Holt McDougal Biology (Grades 9-12)

Program Type	Core
School Type	High School
Description	Florida Adopted Textbook for Science

AP Biology, Florida Edition (Pearson, Prentice Hall)

Program Type	Core
School Type	High School
Description	Florida Adopted Textbook for Science

Essentials of Human Anatomy & Physiology (Honors)

Program Type	Supplemental
School Type	High School
Description	Florida Adopted Textbook for Science

Florida Earth Science: Geology, the Environment and the Universe

Program Type	Supplemental
School Type	High School
Description	Florida Adopted Textbook for Science

Florida Chemistry - Matter and Change

Program Type	Supplemental
School Type	High School
Description	Florida Adopted Textbook for Science

Florida Active Physics

Program Type	Supplemental
School Type	High School
Description	Florida Adopted Textbook for Science

2. Instructional Alignment and Pacing**a. Program Monitoring**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The district assigns personnel to assist with implementation of literacy, science, and math professional development at the school and classroom levels. District personnel visit classrooms on a regular basis to determine levels of implementation, to determine needs for ongoing professional development and to provide job-embedded coaching to ensure the application of new learning to classroom practice. Building and district leaders participate in professional development sessions that equip them to assist schools and teachers with the implementation of Florida Standards, Text Complexity, Comprehension Instructional Sequence and Next Generation CAR-PD training as well as mathematical principles, math discussions, and other problem solving strategies.

District liaisons visit extended learning schools and TOP Year 1 Implementing schools bi-weekly. They also provide weekly checks with school administrators. Visits to schools include fidelity checks for intervention groups and checks to ensure standards based instruction.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

Yes

a. Link to Student Progression Plan

<http://www.marion.k12.fl.us/dept/hrm/docs/policies/StudentProgressionPlan.pdf>

b. Provide the page numbers of the plan that address this question

pages 11,12,17,19-31 and 35-41

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Strength:

There has been an increase to the district-wide high school graduation rate.

Areas of Need:

FSA Proficiency levels at every grade level and subject

Alignment of observation ratings to VAM ratings

Discipline Referrals

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There are several root causes for having low student achievement and high discipline referrals. The following are root causes identified:

**Instruction not aligned to the depth of the standards

**Lack of targeted professional development aimed at standards-based and data-driven instruction

**Feedback to teachers during observations are not aligned to the instructional rubric

**Lack of strategies for students to manage socio-emotional stresses

**Students not seeing the relevancy to instruction or a connection with adults

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency.
- G2.** If MCPS focuses on academic achievement and career/educational planning for all students, then the percentage of students graduating on time and well prepared for post-secondary education or other career paths will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency. 1a

G080464

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	75.0
District-Wide	FSA Mathematics Achievement	2017-18	75.0
District-Wide	ELA/Reading Gains District Assessment	2017-18	75.0
District-Wide	Math Gains District Assessment	2017-18	75.0
District-Wide	Math Lowest 25% Gains	2017-18	75.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	75.0
District-Wide	CTE Industry Certification Exam Passing Rate	2017-18	75.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack a full understanding of the depth and complexity of the standards.
- Consistent uninterrupted time for collaborative planning and professional development is difficult to schedule.
- Lack of understanding of the MTSS Process by all stakeholders
- Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses.
- Lack of quality formative assessments aligned to the standards to help drive instruction.
- Inconsistent and inaccurate feedback given to teachers (based on MCIES--Marion County Instructional Evaluation System).

Resources Available to Help Reduce or Eliminate the Barriers 2

- District professional development staff and leadership team

Plan to Monitor Progress Toward G1. 8

Standards-based District testing data

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

i-Ready Diagnostic Testing for Math and ELA and ongoing district assessments for ELA, MA, and Science

G2. If MCPS focuses on academic achievement and career/educational planning for all students, then the percentage of students graduating on time and well prepared for post-secondary education or other career paths will increase. 1a

 G091399

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools		2017-18	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of career/educational planning opportunities for all students and support in the post-secondary readiness

Resources Available to Help Reduce or Eliminate the Barriers 2

- MyCareer Shines Career Interest Inventory

Plan to Monitor Progress Toward G2. 8

Enrollment in CTE classes/Career Choice Academies and graduation rates

Person Responsible

William McAteer

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Enrollment numbers and graduation rates

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency. 1

G080464

G1.B1 Teachers lack a full understanding of the depth and complexity of the standards. 2

B212500

G1.B1.S1 Provide relevant professional development to teachers and administrators throughout the school year based on data and staff surveys. 4

S224781

Strategy Rationale

If staff members participate in relevant professional development, then there will be better understanding and buy-in/ownership resulting in effective implementation/instruction.

Action Step 1 5

Create a comprehensive professional development plan that ensures strategies are used to impact instruction.

Person Responsible

Shana Horne

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Comprehensive District Professional Development Plan

Action Step 2 5

Provide ongoing training and support to Content Area Specialists

Person Responsible

Holly Gerlach

Schedule

Monthly, from 7/26/2017 to 5/30/2018

Evidence of Completion

Meeting Agendas and content area specialists' logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Director of Professional Development and Director of Elementary and Secondary will oversee surveying to determine needs, planning, delivery, and review of the district's PD plan.

Person Responsible

Shana Horne

Schedule

Monthly, from 7/5/2017 to 5/31/2018

Evidence of Completion

Meeting Agendas, MIP Rosters, Surveys, PD Plan

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principals will complete walkthroughs and observations to determine the effectiveness of planning and instruction and the effect on student performance based on strategies gained through professional development opportunities. District Central Office administrators will conduct walkthroughs, data reviews, and consultations with school administrators to ensure that the strategies being utilized are impacting instruction.

Person Responsible

Barbara Dobbins

Schedule

Quarterly, from 7/17/2017 to 5/31/2018

Evidence of Completion

Using the district's instructional evaluation system, administrators will log evidence of walkthroughs and observations accordingly in the True North Logic system. Monthly Professional Development agendas with school-based administration.

G1.B1.S2 Create standards-based curriculum maps with common language and focus across content areas. 4

 S258379

Strategy Rationale

If staff members participate in relevant professional development in standard-based instruction, then better understanding and buy-in/ownership will result in effective implementation/instruction.

Action Step 1 5

Program Specialists across every content area will create curriculum maps that focus on the depth of each standard and have continuity in format.

Person Responsible

Holly Gerlach

Schedule

Quarterly, from 7/5/2017 to 3/20/2018

Evidence of Completion

Updated and aligned Curriculum Maps

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Mr. McAteer and Mrs. Gerlach will meet with Content Area Program Specialists and Coordinators

Person Responsible

Holly Gerlach

Schedule

Weekly, from 7/5/2017 to 5/30/2018

Evidence of Completion

Meeting Agendas and Progress of Curriculum Maps Development

G1.B2 Consistent uninterrupted time for collaborative planning and professional development is difficult to schedule. 2

B212525

G1.B2.S1 Provide assistance with master scheduling and offer consistent opportunities for collaborative planning and relevant professional development to teachers and school administrators throughout the school year (at a time convenient for all staff) during early release days, district in-service days, evening, remote platforms such as Skype, and times prior to/following administrative meetings. 4

S224784

Strategy Rationale

If teachers and administrators receive relevant professional development throughout the school year, then staff will focus greater attention on research and standards-based instruction that improves student achievement.

Action Step 1 5

Provide administrators support in creating master schedules that maximize instructional time and provide collaborative planning opportunities.

Person Responsible

Stephen Ayres

Schedule

Quarterly, from 6/12/2017 to 3/20/2018

Evidence of Completion

Master Schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Checking master schedules created on Skyward

Person Responsible

Stephen Ayres

Schedule

Monthly, from 7/5/2017 to 3/20/2018

Evidence of Completion

Directors of Elementary and Secondary Education will check Schedules on Skyward and School-based master schedules illustrating Collaborative Planning

G1.B3 Lack of understanding of the MTSS Process by all stakeholders **2**

B212526

G1.B3.S1 Provide professional development targeting the ongoing, problem-solving process as well as the roles of each stakeholder (staff and parents). **4**

S224788

Strategy Rationale

If teachers and administrators receive professional development with support, then the problem-solving process will strategically address students of concern in an effective, ongoing process.

Action Step 1 **5**

Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams

Person Responsible

Dama Abshier

Schedule

Monthly, from 7/5/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas, Meeting Minutes, Student Progress Monitoring Data

Action Step 2 **5**

Utilize evidence based instructional materials to guide Tier I classroom instruction.

Person Responsible

Holly Gerlach

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Data Reports for iReady, Top Write Score, district assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Problem-solving Meetings

Person Responsible

Dama Abshier

Schedule

Monthly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Agendas and Notes (Synergy Team Members- Counselors, Professional Development Specialists, Math Coaches, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

MTSS and Early Warning Data

Person Responsible

Dama Abshier

Schedule

Every 2 Months, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student data (attendance, academic, behavior, graduation, and college readiness) is provided at monthly curriculum meetings. School administrators are assigned tasks to complete regarding planning, instruction, collaboration, etc. on their campuses.

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses. **2**

 B251761

G1.B4.S1 Provide Professional development to teacher and administrators. **4**

 S265566

Strategy Rationale

If staff members participate in professional development related to implementing strategies that help students manage socioemotional stresses effectively, then the school climate will improve.

Action Step 1 **5**

Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.

Person Responsible

Juan Lopez

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Professional Development Agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Provide training on how to implement strategies to help students manage socio-emotional stresses effectively.

Person Responsible

Juan Lopez

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Professional Development Agendas and Discipline Data

G1.B4.S2 Develop and consistently implement a school-wide Positive Behavior Support System. 4

 S265734

Strategy Rationale

If staff members implement a school-wide Positive Behavior Support System with fidelity, then the school climate will improve.

Action Step 1 5

Develop school-wide expectations and implement Positive Behavior Support

Person Responsible

Dama Abshier

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

School-wide Expectations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

School Administrative teams will develop school wide expectations and Positive Behavior Support strategies.

Person Responsible

Dama Abshier

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

School-wide Expectations posted and referenced.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Discipline Data will be reviewed to see if the total number of referrals have decreased.

Person Responsible

Dama Abshier

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Behavior Support System Plans and Discipline Data

G1.B5 Lack of quality formative assessments aligned to the standards to help drive instruction.

2

B251762

G1.B5.S1 Redesign current assessment in core content areas to better align with the standards and provide more relevant data. 4

S265573

Strategy Rationale

If teachers are provided with quality district formative assessments and support on how to utilize data to help drive instruction, then students will achieve at a higher level.

Action Step 1 5

District assessments will be designed that directly align to grade level standards.

Person Responsible

Jon McGowan

Schedule

On 3/20/2018

Evidence of Completion

Completed Assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Mr. McGowan will be meeting on a weekly basis with the Coordinator and Program Specialists in the Guidance and Assessment department.

Person Responsible

Jon McGowan

Schedule

Weekly, from 7/5/2017 to 5/31/2018

Evidence of Completion

The newly designed district assessments that align strongly to the grade level standards will be the evidence.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Reports will be pulled and reviewed by district-wide and school to ensure that student achievements have increased.

Person Responsible

Jon McGowan

Schedule

Annually, from 8/14/2017 to 5/28/2018

Evidence of Completion

Results from District Assessments and FSA

G1.B5.S2 Implement i-Ready K-12 to assist with diagnostic, placement, and progress monitoring in ELA and Math. 4

 S265583

Strategy Rationale

If teachers are provided professional development and support on how to utilize data to help drive instruction, then students will achieve at a higher level.

Action Step 1 5

The assessment department will provide professional development in the administration of the diagnostic testing and ongoing follow up on instruction based on data.

Person Responsible

Jon McGowan

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Professional development agendas; Testing Results, The Directors of Elementary and Secondary Education.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Reports will be pulled and reviewed by district-wide and school to ensure that appropriate usage and percentage is maintained.

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

iReady results

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Reports will be pulled and reviewed by district-wide and by school to ensure that students are on target making the needed academic gains.

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

iReady results

G1.B5.S3 Provide professional development and support aimed at using data from progress monitoring assessments to help drive instruction. 4

 S265741

Strategy Rationale

If teachers are provided with quality district formative assessments and support on how to utilize data to help drive instruction, then students will achieve at a higher level.

Action Step 1 5

Leadership Teams (District and Building-Level) and teachers will receive ongoing professional development on how to utilize ongoing data to help deliberately and effectively instruct students.

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

There will be professional development agendas and help sheets on how to utilize current data to help deliberately align instruction and differentiate based on the students' needs.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Ongoing conversations with building-level administration and district-wide monitoring of data on a monthly basis.

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Ongoing Progress monitoring and Diagnostic Testing reports

G1.B6 Inconsistent and inaccurate feedback given to teachers (based on MCIES--Marion County Instructional Evaluation System). 2

 B251763

G1.B6.S1 Provide professional development that involves actual observations and group debriefing opportunities to help ensure calibration in giving effective feedback. 4

 S265771

Strategy Rationale

If administrators are given the opportunity to practice feedback/ratings based on the evaluation rubric, then calibration will occur resulting in effective monitoring and support of rigorous instruction.

Action Step 1 5

Provide professional development and ongoing support to ensure that there is an alignment to the instructional rubric when feedback is given to teachers.

Person Responsible

Kyra Schafte

Schedule

Quarterly, from 7/5/2017 to 3/20/2018

Evidence of Completion

Professional Development Schedules and agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

The reports/observations on TNL compared to current testing data.

Person Responsible

Marilyn Underwood

Schedule

Quarterly, from 7/18/2017 to 5/31/2018

Evidence of Completion

Reports on TNL will be compared to past and present testing data trends.

G2. If MCPS focuses on academic achievement and career/educational planning for all students, then the percentage of students graduating on time and well prepared for post-secondary education or other career paths will increase. 1

G091399

G2.B1 Lack of career/educational planning opportunities for all students and support in the post-secondary readiness 2

B244599

G2.B1.S1 Develop career choice academies at designated high schools aimed at relevant careers based on the needs of the business community. 4

S258404

Strategy Rationale

If students are provided with more vocational opportunities with relevant paths to post-secondary employment, then more students will graduate high school ready to succeed in future careers that support the local economy.

Action Step 1 5

Stakeholders in the community are being involved in planning an development of developing career choice academies at designated high schools.

Person Responsible

Mark Vianello

Schedule

Quarterly, from 8/7/2017 to 7/31/2018

Evidence of Completion

Agendas from meeting with community stakeholders

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Career Choice Academies in place at designated high schools.

Person Responsible

Mark Vianello

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Enrollment number and meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The enrollment will be reviewed at existing and developing Career Choice Academies.

Person Responsible

Mark Vianello

Schedule

Annually, from 8/14/2017 to 5/28/2018

Evidence of Completion

Enrollment numbers in Career Choice Academies and meeting notes.

G2.B1.S2 Work with high schools on the incorporation of soft-skills training to help better prepare students for future careers. 4

S258405

Strategy Rationale

If students are provided the opportunities to practice soft-skills, then more students will graduate high school ready to succeed in future careers that support the local economy.

Action Step 1 5

Create district-wide Soft Skill Competition

Person Responsible

Mark Vianello

Schedule

On 9/8/2017

Evidence of Completion

Roster of Participants in competition

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Application Review by committee

Person Responsible

Mark Vianello

Schedule

On 9/8/2017

Evidence of Completion

Completed applications for participating schools

G2.B1.S3 Provide on-going professional development opportunities for school counselors to improve their awareness of district CTE options which will result in more effective career advisement for all students. 4

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Strategy Rationale

Provide on-going professional development opportunities for school counselors to improve their awareness of district CTE options which will result in more effective career advisement for all students.

Action Step 1 5

Professional development for middle and high school counselors

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Agendas and handouts

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor the number of students that enroll in CTE classes.

Person Responsible

Mark Vianello

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Class rosters in the various CTE Classes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Counselors at the middle and secondary level will be given ongoing information and resources to assist with giving effective career advisement for students.

Person Responsible

Jon McGowan

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Surveys will help determine whether or not awareness of opportunities has increased.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.MA1 M361539	Application Review by committee	Vianello, Mark	8/14/2017	Completed applications for participating schools	9/8/2017 one-time
G2.B1.S2.A1 A341384	Create district-wide Soft Skill Competition	Vianello, Mark	8/14/2017	Roster of Participants in competition	9/8/2017 one-time
G1.B2.S1.MA1 M283565	Checking master schedules created on Skyward	Ayres, Stephen	7/5/2017	Directors of Elementary and Secondary Education will check Schedules on Skyward and School-based master schedules illustrating Collaborative Planning	3/20/2018 monthly
G1.B2.S1.A1 A284486	Provide administrators support in creating master schedules that maximize instructional time and...	Ayres, Stephen	6/12/2017	Master Schedules	3/20/2018 quarterly
G1.B5.S1.A1 A352123	District assessments will be designed that directly align to grade level standards.	McGowan, Jon	3/20/2018	Completed Assessments	3/20/2018 one-time
G1.B6.S1.A1 A352444	Provide professional development and ongoing support to ensure that there is an alignment to the...	Schafte, Kyra	7/5/2017	Professional Development Schedules and agendas	3/20/2018 quarterly
G1.B1.S2.A1 A339615	Program Specialists across every content area will create curriculum maps that focus on the depth...	Gerlach, Holly	7/5/2017	Updated and aligned Curriculum Maps	3/20/2018 quarterly
G1.B3.S1.MA1 M283653	MTSS and Early Warning Data	Abshier, Dama	8/14/2017	Student data (attendance, academic, behavior, graduation, and college readiness) is provided at monthly curriculum meetings. School administrators are assigned tasks to complete regarding planning, instruction, collaboration, etc. on their campuses.	5/24/2018 every-2-months
G1.B5.S2.MA1 M375529	Reports will be pulled and reviewed by district-wide and by school to ensure that students are on...	McGowan, Jon	8/14/2017	iReady results	5/24/2018 monthly
G1.B5.S2.MA1 M375227	Reports will be pulled and reviewed by district-wide and school to ensure that appropriate usage...	McGowan, Jon	8/14/2017	iReady results	5/24/2018 monthly
G2.B1.S1.MA1 M375851	The enrollment will be reviewed at existing and developing Career Choice Academies.	Vianello, Mark	8/14/2017	Enrollment numbers in Career Choice Academies and meeting notes.	5/28/2018 annually
G1.B5.S1.MA1 M376480	Reports will be pulled and reviewed by district-wide and school to ensure that student achievements...	McGowan, Jon	8/14/2017	Results from District Assessments and FSA	5/28/2018 annually
G1.B1.S1.A2 A339606	Provide ongoing training and support to Content Area Specialists	Gerlach, Holly	7/26/2017	Meeting Agendas and content area specialists' logs	5/30/2018 monthly
G1.B1.S2.MA1 M359247	Mr. McAteer and Mrs. Gerlach will meet with Content Area Program Specialists and Coordinators	Gerlach, Holly	7/5/2017	Meeting Agendas and Progress of Curriculum Maps Development	5/30/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M359255	Standards-based District testing data	McGowan, Jon	8/21/2017	i-Ready Diagnostic Testing for Math and ELA and ongoing district assessments for ELA, MA, and Science	5/31/2018 monthly
G2.MA1 M361544	Enrollment in CTE classes/ Career Choice Academies and graduation rates	McAteer, William	8/10/2017	Enrollment numbers and graduation rates	5/31/2018 semiannually
G1.B1.S1.MA1 M283504	Principals will complete walkthroughs and observations to determine the effectiveness of planning...	Dobbins, Barbara	7/17/2017	Using the district's instructional evaluation system, administrators will log evidence of walkthroughs and observations accordingly in the True North Logic system. Monthly Professional Development agendas with school-based administration.	5/31/2018 quarterly
G1.B1.S1.MA1 M283502	The Director of Professional Development and Director of Elementary and Secondary will oversee...	Horne, Shana	7/5/2017	Meeting Agendas, MIP Rosters, Surveys, PD Plan	5/31/2018 monthly
G1.B3.S1.MA1 M283647	Problem-solving Meetings	Abshier, Dama	8/22/2017	Agendas and Notes (Synergy Team Members- Counselors, Professional Development Specialists, Math Coaches, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration)	5/31/2018 monthly
G2.B1.S1.MA1 M359293	Career Choice Academies in place at designated high schools.	Vianello, Mark	8/10/2017	Enrollment number and meeting notes.	5/31/2018 quarterly
G1.B5.S1.MA1 M375195	Mr. McGowan will be meeting on a weekly basis with the Coordinator and Program Specialists in the...	McGowan, Jon	7/5/2017	The newly designed district assessments that align strongly to the grade level standards will be the evidence.	5/31/2018 weekly
G1.B6.S1.MA1 M375594	The reports/observations on TNL compared to current testing data.	Underwood, Marilyn	7/18/2017	Reports on TNL will be compared to past and present testing data trends.	5/31/2018 quarterly
G1.B5.S2.A1 A352138	The assessment department will provide professional development in the administration of the...	McGowan, Jon	8/1/2017	Professional development agendas; Testing Results, The Directors of Elementary and Secondary Education.	5/31/2018 weekly
G2.B1.S3.MA1 M361543	Counselors at the middle and secondary level will be given ongoing information and resources to...	McGowan, Jon	8/10/2017	Surveys will help determine whether or not awareness of opportunities has increased.	5/31/2018 semiannually
G2.B1.S3.MA1 M361541	Monitor the number of students that enroll in CTE classes.	Vianello, Mark	8/10/2017	Class rosters in the various CTE Classes	5/31/2018 annually
G2.B1.S3.A1 A341385	Professional development for middle and high school counselors	McGowan, Jon	8/7/2017	Agendas and handouts	5/31/2018 monthly
G1.B5.S3.MA1 M375592	Ongoing conversations with building-level administration and district-wide monitoring of data on a...	McGowan, Jon	8/21/2017	Ongoing Progress monitoring and Diagnostic Testing reports	5/31/2018 monthly
G1.B5.S3.A1 A352441	Leadership Teams (District and Building-Level) and teachers will receive ongoing professional...	McGowan, Jon	8/1/2017	There will be professional development agendas and help sheets on how to utilize current data to help deliberately align	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				instruction and differentiate based on the students' needs.	
G1.B3.S1.A1 A284586	Provide Professional Development and ongoing support/direction to School and District Based Synergy...	Abshier, Dama	7/5/2017	Meeting Agendas, Meeting Minutes, Student Progress Monitoring Data	6/4/2018 monthly
G1.B1.S1.A1 A284440	Create a comprehensive professional development plan that ensures strategies are used to impact...	Horne, Shana	7/5/2017	Comprehensive District Professional Development Plan	6/29/2018 quarterly
G1.B4.S1.MA1 M375185	Provide training on how to implement strategies to help students manage socio-emotional stresses...	Lopez, Juan	7/5/2017	Professional Development Agendas and Discipline Data	6/29/2018 quarterly
G1.B4.S1.A1 A352847	Provide professional development to teachers and administrators regarding how to develop student...	Lopez, Juan	7/5/2017	Professional Development Agendas	6/29/2018 quarterly
G1.B4.S2.MA1 M376079	Discipline Data will be reviewed to see if the total number of referrals have decreased.	Abshier, Dama	7/5/2017	Behavior Support System Plans and Discipline Data	6/29/2018 quarterly
G1.B4.S2.MA1 M376078	School Administrative teams will develop school wide expectations and Positive Behavior Support...	Abshier, Dama	7/5/2017	School-wide Expectations posted and referenced.	6/29/2018 quarterly
G1.B4.S2.A1 A352841	Develop school-wide expectations and implement Positive Behavior Support	Abshier, Dama	7/5/2017	School-wide Expectations	6/29/2018 quarterly
G2.B1.S1.A1 A339686	Stakeholders in the community are being involved in planning an development of developing career...	Vianello, Mark	8/7/2017	Agendas from meeting with community stakeholders	7/31/2018 quarterly
G1.B3.S1.A2 A352843	Utilize evidence based instructional materials to guide Tier I classroom instruction.	Gerlach, Holly	10/2/2017	Data Reports for iReady, Top Write Score, district assessments	8/31/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency.

G1.B1 Teachers lack a full understanding of the depth and complexity of the standards.

G1.B1.S1 Provide relevant professional development to teachers and administrators throughout the school year based on data and staff surveys.

PD Opportunity 1

Create a comprehensive professional development plan that ensures strategies are used to impact instruction.

Facilitator

Kendra Hamby

Participants

Teachers, Content Area Specialist, leadership

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

PD Opportunity 2

Provide ongoing training and support to Content Area Specialists

Facilitator

Holly Gerlach and Kyra Shafte

Participants

Content Area Specialists

Schedule

Monthly, from 7/26/2017 to 5/30/2018

G1.B3 Lack of understanding of the MTSS Process by all stakeholders

G1.B3.S1 Provide professional development targeting the ongoing, problem-solving process as well as the roles of each stakeholder (staff and parents).

PD Opportunity 1

Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams

Facilitator

Dama Abshier

Participants

Synergy Team Members- Counselors, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration

Schedule

Monthly, from 7/5/2017 to 6/4/2018

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses.

G1.B4.S1 Provide Professional development to teacher and administrators.

PD Opportunity 1

Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.

Facilitator

Leader in Me Professional Developer

Participants

Teachers and administrators at Oakcrest for Leader in Me

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

VII. Budget

1	G1.B1.S1.A1	Create a comprehensive professional development plan that ensures strategies are used to impact instruction.	\$0.00
2	G1.B1.S1.A2	Provide ongoing training and support to Content Area Specialists	\$0.00
3	G1.B1.S2.A1	Program Specialists across every content area will create curriculum maps that focus on the depth of each standard and have continuity in format.	\$0.00
4	G1.B2.S1.A1	Provide administrators support in creating master schedules that maximize instructional time and provide collaborative planning opportunities.	\$0.00
5	G1.B3.S1.A1	Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams	\$0.00
6	G1.B3.S1.A2	Utilize evidence based instructional materials to guide Tier I classroom instruction.	\$0.00
7	G1.B4.S1.A1	Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.	\$0.00
8	G1.B4.S2.A1	Develop school-wide expectations and implement Positive Behavior Support	\$0.00
9	G1.B5.S1.A1	District assessments will be designed that directly align to grade level standards.	\$0.00
10	G1.B5.S2.A1	The assessment department will provide professional development in the administration of the diagnostic testing and ongoing follow up on instruction based on data.	\$0.00
11	G1.B5.S3.A1	Leadership Teams (District and Building-Level) and teachers will receive ongoing professional development on how to utilize ongoing data to help deliberately and effectively instruct students.	\$0.00
12	G1.B6.S1.A1	Provide professional development and ongoing support to ensure that there is an alignment to the instructional rubric when feedback is given to teachers.	\$0.00
13	G2.B1.S1.A1	Stakeholders in the community are being involved in planning an development of developing career choice academies at designated high schools.	\$0.00
14	G2.B1.S2.A1	Create district-wide Soft Skill Competition	\$0.00
15	G2.B1.S3.A1	Professional development for middle and high school counselors	\$0.00
Total:			\$0.00