

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

42 - Marion

Mr. George D Tomy, Superintendent
Wayne Green, Region 2 Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	0
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Professional Development Plan to Support Goals	28
Appendix 2: Technical Assistance Plan to Support Goals	29
Appendix 2: Budget to Support Goals	0

Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

The mission of the Marion County Public School System is that all students graduate from high school possessing the skills and knowledge necessary to excel in their chosen post-secondary path. This mission is supported by all district departments and functions. It is a Preschool-to-High School support system where each child is expected, upon graduation, to go on to gain a 2 or 4 year degree, enter technical school, enlist in the military or gain employment within our community or another community.

Provide the district's vision statement

Educating all children and youth, regardless of race, color, or creed, experiences which will make possible their physical, intellectual, emotional, moral, social, and civic development. These experiences will enable them to meet life situations to the best of their abilities and to become responsible, intelligent, and functioning citizens of a democracy.

Supports for School Improvement

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 vision of our district and operate within a multi-tiered system of support for systems improvement. All elementary, middle and high school principals worked together to develop district goals and an action plan to ensure that we are all working toward achieving our district goals. Our district's data based problem solving process guides implementation and progress monitoring of our district goals through a multi-tiered system of support as is outlined below.

Core Instruction (Tier 1)

Implementation - Our district has adopted the common core methodology for instructing all students. Teachers utilize differentiated instruction to meet the unique needs of students within tier 1 when they do not respond to initial core instruction.

Progress Monitoring - AIMSweb is utilized for benchmarking reading and math 3 times per year for all students grades K-5, and for all students who scored level 1 or level 2 on the FCAT last year in reading and/or math in grades 6 through 10. Action planning takes place based on progress monitoring data.

Implementation - Our district implements the 10 critical elements of school wide positive behavior support as our core behavioral instruction. These 10 critical elements ensure a tier 1 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.

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.

Implementation - We have 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.

Progress Monitoring - The Early Warning System will be used to identify groups of students who are not on track for on time graduation. 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.

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.

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 individual professional development plans (IPDP), alignment between trainings and district goals, as well as quality of professional development trainers.

Small Group (Tier 2)

Implementation - At the tier 1 level, universal screening data is used to help assess the effectiveness of tier 1/core instruction. Data sources may include, FCAT, AIMSweb, Early Warning System, and office discipline referrals. These data 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 like need for implementation of tier 2 intervention. We have a reading and math intervention protocol that outlines recommended interventions to be used based on problem identified. Our writing and behavior intervention protocols are currently still in the development phase. Tiered interventions are implemented with core/tier 1 as the ultimate goal is for students to be successful with core/tier 1 instruction.

Progress Monitoring - Students placed in a tier 2 intervention 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 AIMSweb for reading, math and writing, office discipline referrals, attendance, daily behavior points, etc.

Individual Students (Tier 3)

Implementation - 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 Synergy Team members. Tiered interventions are implemented with core/tier 1 as the ultimate goal is for students to be successful with core/tier 1 instruction.

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 AIMSweb for reading, math and writing, 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.

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.

Resource Allocation -

Implementation - Data is used to allocate resources available to schools. For example, each school has support staff who visits the schools they serve for a set number of times per week and/or month. These professionals are referred to as our Synergy Team members and include: resource compliance specialists, behavior specialists, school psychologists, social workers, and reading coaches. Data is used to best determine the number of professionals who will be assigned to serve a feeder pattern of 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 Synergy Team member serves their assigned schools is data driven. For example, schools in need of tier 1 support utilize their Synergy Team members to strengthen tier 1; schools who struggle with providing tier 2 interventions to groups of students will utilize their Synergy 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 Synergy Team members to support tier 3.

Progress Monitoring - Data is used to monitor progress of our resource allocation efforts. The following types of data exemplify what is analyzed by feeder pattern and by school within each feeder pattern: 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 FCAT reading, student scoring level 1 or 2 on FCAT math, and students absent from school 15 or more days. These data elements are monitored to ensure the needs of feeder patterns and schools are met by the Synergy Teams 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 Synergy Team to problem solve student engagement.

District Policies and Practices

The district facilitates improvement in the intensity of interventions for schools not making academic improvements as determined by student performance data and confirmed by administrative observations through state of the schools bench-marking meetings. All principals prepare an analysis of student and teacher performance data and present to district leadership three times per year as a way of determining needs and subsequent decisions about allocation of resources. Key data from these presentations are aggregated and analyzed at the district level to determine how to reallocate resources to support schools in need in a variety of areas indicating students are at-risk of getting off track for college and career readiness (attendance, discipline, course failures, GPA). Schools are supported by district synergy teams assigned to feeder patterns to enhance delivery of services to support student success. These teams are composed of district instructional coaches, school psychologists, social workers, and resource compliance specialists. They participate in monthly

training/meetings facilitated by district leadership to ensure alignment and efficient and effective identification of barriers to school success and support for action planning to remove those barriers.

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

NA

Sustainability of Improvement

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

District goals are monitored via an action plan that breaks down action steps needed to meet each goal, persons responsible for action items, and status. District goals and action plans are monitored and shared with the various groups based on responsible persons/departments.

The Self-Assessment of Problem Solving Implementation (SAPSI) was a measure used in the past for monitoring our district's implementation of response to intervention. We will be piloting the revised SAPSI (SAM: Self-Assessment of MTSS) in our district this year and, if viable, will use those outcomes to measure implementation of MTSS.

Synergy Team members collect data via monthly summaries and this will be used to monitor progress of our Synergy Team members' time spent in schools and monitor effectiveness of our resource allocation within the MTSS framework.

Each principal presented their “State of the Schools” to the district feeder pattern facilitators during the summer of 2013. Feeder pattern facilitators will continue to monitor and follow up with school principals related to their state of the schools. This concept will continue to evolve and the district will provide on-going support to school based administrators as instructional leaders. Information ascertained from the state of the schools will be monitored in some capacity.

The Early Warning System will be utilized to not only identify students who are not “on track” for on time graduation at the school level, but it will also be monitored at the district level. The five variables tracked (i.e., attendance, mobility, course failures, retentions, and office discipline referrals) will be looked at from a district perspective to monitor our students who are off track, so that we can problem solve and utilize a multi-tiered system of supports for systems improvement.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/131390>

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

See attached District's Parent Involvement Plan.

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

See attached District's Parent Involvement Plan.

Effective Leadership

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Krysalka, Lisa, lisa.krysalka@marion.k12.fl.us

Title	Assistant Superintendent
Phone	(352) 671-7705
Supervisor's Name	Mr. George Tomy
Supervisor's Title	Superintendent
Role and Responsibilities	Deputy Superintendent of Marion County Public Schools

Brewer, Pamela, pamelabrewer@marion.k12.fl.us

Title	Other
Phone	352-236-0582
Supervisor's Name	Lisa Krysalka
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director of K-12 Academic Services

Quelland, Kathleen, kathleen.quelland@marion.k12.fl.us

Title	
Phone	
Supervisor's Name	Lisa Krysalka
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Director School Development and Evaluation -responsibilities include identification, recruitment, training, and mentoring current and aspiring school administrators.

DeWese, Anna, anna.dewese@marion.k12.fl.us

Title	Director
Phone	352-671-4171
Supervisor's Name	Pamela Brewer
Supervisor's Title	Director
Role and Responsibilities	Director of Grants and Federal Programs - Director of Title I A,C,D, ESOL, DA, CIMS, SAC, and Early Learning.

Neal, Ira, ira.neal@marion.k12.fl.us

Title	Other
Phone	352-671-4171
Supervisor's Name	Dr. Anna DeWese
Supervisor's Title	Director
Role and Responsibilities	Instructional Support for CIMS, DA, SAC, Title I A and D.

Tomyn, George, george.tomyn@marion.k12.fl.us

Title	Superintendent
Phone	352-671-7702
Supervisor's Name	
Supervisor's Title	
Role and Responsibilities	Chief Executive Officer for Marion County Public School District

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

Title	Administrator
Phone	352-671-6860
Supervisor's Name	Mark Vianello
Supervisor's Title	Administrator
Role and Responsibilities	Supervisor, Alternative Programs

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

Title	Director
Phone	352-671-6832
Supervisor's Name	Mark Vianello
Supervisor's Title	Administrator
Role and Responsibilities	Director of Exceptional Student Education

Lane, Matthew, matthew.lane@marion.k12.fl.us

Title	Director
Phone	352-671-6869
Supervisor's Name	Mark Vianello
Supervisor's Title	Administrator
Role and Responsibilities	Psychological and Social Work Services

Hart, Tara, tara.hart@marion.k12.fl.us

Title	Director
Phone	(352) 236-0505
Supervisor's Name	Pamela Brewer
Supervisor's Title	Administrator
Role and Responsibilities	Director K12 Academic Services - Staff Development

Vianello, Mark, mark.vianello@marion.k12.fl.us

Title	Administrator
Phone	352-671-6868
Supervisor's Name	George Tomin
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Student Services

Underwood, Marilyn, marilyn.underwood@marion.k12.fl.us

Title	Administrator
Phone	(352) 671-7700
Supervisor's Name	Pamela Brewer
Supervisor's Title	Administrator
Role and Responsibilities	Supervisor of School Development and Evaluation

Hansen, Scott, scott.hansen@marion.k12.fl.us

Title	Director
Phone	352-671-7700
Supervisor's Name	George Tomin
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Technology and Information Systems

Weldon, Janet, janet.weldon@marion.12.fl.us

Title	Director
Phone	352-671-7150
Supervisor's Name	George Tomin
Supervisor's Title	Superintendent
Role and Responsibilities	Director of Guidance and Testing

Shealy, Julie, julie.shealy@marion.k12.fl.us

Title	Administrator
Phone	352-671-7724
Supervisor's Name	Pamela brewer
Supervisor's Title	Administrator
Role and Responsibilities	Executive Director of School Development and Evaluation

Educator Quality

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

Marion County evaluates schools administrators three times a year to determine: A) Continuous Improvement of Teaching and Learning, B) Using Data as a Problem Solving Strategy at the District and School Level, C) Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes, and D) Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools. The evaluations are conducted in three different settings: 1) Informal, 2) Formal #1, and 3) Formal #2. The rating scale used to describe administrator proficiency ranges from: Highly Effective, Effective, Needs Improvement, to Unsatisfactory.

A) Continuous Improvement of Teaching and Learning

This core practice addresses the district administrator's role as a leader of learners. The district administrator must be involved in the continuous improvement of teaching and learning by engaging school administrators and faculty in meaningful professional learning. Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off.

B) Using Data as a Problem Solving Strategy at the District and School Level

This proficiency area focuses on four areas that involve use of data as a key tool for problem solving: 1). Helping principals and teachers use their data, transform the data into actionable evidence, and to help principals understand the implications of evidence for their improvement efforts; 2). Collecting and using data about local family educational cultures – norms, beliefs, values, and practices reflecting families' dispositions toward schooling and their role in it; 3). Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change) for their students' (individual students and student populations) achievement to improve; and 4). Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staffs, and calling on district staff members and others with special expertise to help them with data analysis and use.

C) Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools, and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. Where Core Practice #2 is focused on impact on professional learning of those supervised, the focus of this Core Practice is on the impact of the administrator's professional learning – does the administrator's learning result in continuous improvement in their performance? The district administrator practices and models deliberate practice by concentrating on a very few professional growth goals or targets in

a set time period where the administrator strives for deep learning and personal mastery of a few “thin slices.”

D) Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools

Research clearly shows that in order for schools to meet their learning goals on rigorous state standards, they must have consistent, quality, coordinated, and differentiated support from all departments in the district office. District administrators need to know and understand the unique characteristics and challenges of each school, and they need to act in ways that contribute to the effective operations, organization, and school-wide improvement of teaching and learning.

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 District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned an Central Office staff member (Executive Director) to work directly with principals in Focus and Priority schools. The staff member will assist principals in determining staffing levels and reassignment staff. All staffing recommendations will be presented to the superintendent for final determination.

Public and Collaborative Teaching

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

Marion County Public School District has built 14 teacher in-service into its Instructional Calender for the 2014-2015 school-year. The purpose for this allocation of time resources is to provide teachers and administrators opportunities for collaboration and common planning time. In addition, all Title I schools have the opportunity to develop a school-level budget which will allow for the allocation of Title I funds to support collaboration and common planning.

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

Each Title I elementary school will be staffed with either a part or full time reading coach. The district will review school FCAT 2.0 and AMO reading data and prioritize the allocation of reading coaches to schools based on need. Those schools in greatest need will be allocated a full time coach; those in moderate need will share a coach with those in lowest need. Secondary coaches will be allocated based on FCAT 2.0 and number of new/inexperienced and non-highly qualified reading teachers in the school. Those schools with greatest need based on these areas will receive more coaching time and focus. The reading coach is a professional development expert who provides the following methods of professional development at the school site:

- Literacy professional development (Text Complexity, CCSS, CIS) includes facilitating training sessions, assisting in the planning and teaching of lessons, locating resources for complex text and providing coaching and feedback.
- Professional development for reading intervention teachers includes facilitating training sessions, assisting in the planning and teaching of lessons, examining data, conferencing with teachers about student performance on program-based assessments and AIMSweb, and providing side-by-side coaching to ensure fidelity in the implementation of reading intervention programs. Reading intervention teachers also participate in the literacy professional development described above.
- Guidance counselors will participate in the literacy professional development regarding CCSS and Text

Complexity. They are also a part of creating and revising the placement process for reading intervention classrooms and receive training in that process once the reading plan is approved during their meeting at the beginning of the school year. Guidance counselors are also part of all professional development related to the MTSS process.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Yes

Writing

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

"Write Traits" is the core writing instructional program in Marion Public School District for all grade-levels.

Program Type

Core

School Type

Elementary School, Middle School, High School

Description

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.

Mathematics

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

Big Ideas Math

Program Type

Core

School Type

Middle School

Description

Big Ideas Math® opens the door that allows teachers to provide students with a narrower and deeper understanding of how mathematical concepts relate to the world around them. Then, the Direct Instruction provided by Big Ideas Math relates to the previous day's activity and helps to solidify understanding.

Math Connects Plus

Program Type Core

School Type Middle School

Description Grade Levels 6 - 8 Math Connects to the Common Core

- Math Connects to student success
 - Rigorous content designed to meet the Common Core State Standards
 - Thousands of digital resources available for 24/7 review, practice and support
- Math Connects to teacher success
 - The Teacher Edition is a direct path to the Common Core curriculum. No extra components or materials are needed.
 - A wealth of digital resources such as eStudent Edition, eTeacher Edition, animations, tutorials and assessments – right at your fingertips
- Math Connects to assessment success
 - Glencoe Math Connects comprehensive assessment plan provides diagnostic, practice and benchmark assessments

Florida Larson Algebra I & II, Geometry

Program Type Core

School Type High School

Description Holt McDougal Larson Algebra 1, Geometry, Algebra 2, and Pre-Algebra develops 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 includes the Common Core 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

School Type Elementary School

Description The 2012 Go Math program aligns every lesson to the Common Core Standards. Students write in the book to record their strategies, explanations, solutions, practice, and test prep answers.

Liberal Arts Math

Program Type Supplemental

School Type High School

Description College Mathematics for Liberal Arts is a course designed for liberal arts and other non-mathematics, non-science, and non-business students, emphasizing an appreciation of the art, history, beauty, and applications of mathematics. Topics may include, but are not limited to, sets, logic, number theory, measurement, geometric concepts, and an introduction to probability and statistics.

Florida Larson Geometry

Program Type Core

School Type High School

Description Holt McDougal Larson Algebra 1, Geometry, Algebra 2, and Pre-Algebra develops 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 includes the Common Core 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.

Calculus

Program Type	Supplemental
School Type	High School

The main goal of this third edition of Calculus is to realign with the changes in the Advanced Placement (AP*) calculus syllabus and the new type of AP* exam questions. We have also more carefully aligned examples and exercises and updated the data used in examples and exercises. Cumulative Quick Quizzes are now provided two or three times in each chapter.

The course outlines for AP* Calculus reflect changes in the goals and philosophy of calculus courses now being taught in colleges and universities. The following objectives reflect the goals of the curriculum.

- Students should understand the meaning of the derivative in terms of rate of change and local linear approximations
- Students should be able to work with functions represented graphically, numerically, analytically, or verbally, and should understand the connections among these representations.
- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change, and understand the relationship between the derivative and integral.
- Students should be able to model problem situations with functions, differential equations, or integrals, and communicate mathematics both orally and in written form.
- Students should be able to represent differential equations with slope fields, solve separable differential equations analytically, and solve differential equations using numerical techniques such as Euler's method.
- Students should be able to interpret convergence and divergence of series using technology, and to use technology to help solve problems. They should be able to represent functions with series and find the Lagrange error bound for Taylor polynomials.

Science

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 Phhsics

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

Instructional Alignment and Pacing

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 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. District personnel attend regular meetings and 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.

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

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

Yes

Provide the hyperlink to the plan

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

Provide the page numbers of the plan that addresses this question

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

Description

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

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	52%	No	69%
American Indian	63%	54%	No	67%
Asian	81%	77%	No	83%
Black/African American	51%	33%	No	56%
Hispanic	63%	48%	No	67%
White	71%	59%	No	74%
English language learners	46%	25%	No	52%
Students with disabilities	45%	22%	No	51%
Economically disadvantaged	60%	43%	No	64%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	66%	53%	No	70%
American Indian	65%	53%	No	69%
Asian	84%	86%	No	85%
Black/African American	52%	34%	No	57%
Hispanic	65%	50%	No	69%
White	71%	60%	No	74%
English language learners	53%	35%	No	58%
Students with disabilities	48%	24%	No	53%
Economically disadvantaged	61%	44%	No	65%

Step Zero

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 we improve academic achievement for all students and provide a rigorous integrated curricula within a multi-tiered system of support, then the percentage of students graduating will be prepared for post-secondary education and other career paths.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we improve academic achievement for all students and provide a rigorous integrated curricula within a multi-tiered system of support, then the percentage of students graduating will be prepared for post-secondary education and other career paths. 1a

 G043946

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students	2016-17	78.0
District-Wide	AMO Reading - All Students	2016-17	77.0

Resources Available to Support the Goal 2

- Professional Development Specialists, School Psychologists, District Staff Developers, Intervention Teachers, Deans, Paraprofessionals, Principals, Assistant Principals, Academic Coaches, Guidance Counselors, Social Workers, Resource Compliance Specialists, and Behavior Specialists. Reading and Mathematics Acceleration Programs (Technology),

Targeted Barriers to Achieving the Goal 3

- Scheduling adequate time for staff development.
- Using effective, relevant data to drive decisions to improve student performance
- Alignment of support personnel to adequately support tiered schools

Plan to Monitor Progress Toward G1. 8

Administrative walkthroughs and observations impacting planning and instruction

Person Responsible

Kathleen Quelland

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The Executive Director of School Development and Evaluation works with school administrators to ensure all walkthroughs and observations are completely with fidelity using the True North Logic system. School based administrators receive training and are calibrated with the school using inter-rater reliability strategies. This ensures observation data is calculated with fidelity.

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we improve academic achievement for all students and provide a rigorous integrated curricula within a multi-tiered system of support, then the percentage of students graduating will be prepared for post-secondary education and other career paths. **1**

 G043946

G1.B1 Scheduling adequate time for staff development. **2**

 B107888

G1.B1.S1 Provide rigorous and relevant professional development to teachers and school administrators throughout the school year during early release days, district in-service days, during evenings, and through the district's professional development website via Moodle platform. **4**

 S119339

Strategy Rationale

If teachers and administrators receive professional development throughout the school year, then professional staff will better be able to modify instructional delivery and focus greater attention on researched-based practices that improve student achievement.

Action Step 1 **5**

Staff development

Person Responsible

Renee Dudley

Schedule

Monthly, from 8/17/2015 to 6/13/2016

Evidence of Completion

Survey results from teachers and administrators requesting training opportunities, Number of staff development courses offered via multiple platforms, Number of teachers and administrators who received professional development, Number of MIP points generated by teachers and administrators, Improved data as revealed through district assessments, AIMS Web, and End of Course Exams (as evidenced via planning and instruction)

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

Review building-level staff development plans,
 Review district staff development plans,
 Review electronic staff development course offered via multiple platforms,
 Review of MIP rosters,
 Review of district assessment data

Person Responsible

Tara Hart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Staff development logs Electronic course completions Review of district assessment data
 (Renee Dudley)

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.

School administrators will discuss curriculum data at monthly curriculum meetings facilitated by the Executive Directors of K12 Academic Services and School Development and Evaluation.

Person Responsible



Renee Dudley

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student formal and informal assessment data as collected by Renee Dudley Walkthrough and observation data as managed by Kathy Quelland

G1.B2 Using effective, relevant data to drive decisions to improve student performance **2** B107890**G1.B2.S1** Use "Synergy Teams" to help school-based leadership teams with data analysis and informed decision-making. **4** S119341**Strategy Rationale**

If school leadership teams are trained in the use of data to make informed decisions related to the improvement of student instruction, then the delivery of classroom instruction will be tailored to student need which will improve student achievement.

Action Step 1 **5**

Synergy Meetings "Problem Solving-Leadership Team"

Person Responsible

Mark Vianello

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Meeting agendas, Participation logs Minutes MTSS Data and Information

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

District Synergy Meetings

Person Responsible

Mark Vianello

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

District Synergy meetings occur quarterly to provide PD for support staff (Psychologists, Resource Compliance Specialists, Math Coaches, Professional Development Specialists, Administrators)... Best practices, from school based Synergy meetings, are shared. Data is presented and strategies are taken back to the school based meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Collection of MTSS and Early Warning Data

Person Responsible

Renee Dudley

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student data (academic, attendance, behavior, graduation, college readiness) is provided at monthly Curriculum Meetings. Each month a new focus is offered in a data meeting format. School administrators assign themselves tasks to complete in regards to planning and instruction, collaboration, etc. on their campuses.

G1.B3 Alignment of support personnel to adequately support tiered schools 2
 B182495
G1.B3.S1 Tier schools to provide support based on needs and populations 4
 S194266
Strategy Rationale

If we provide tiered support to schools, our most needy schools will benefit by improving schools and our high performing schools will not decline.

Action Step 1 5

Tier Schools for Resource Allocation and Tiered Support

Person Responsible

Renee Dudley

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

2013-2014 School Grades Data, Free-Reduced Lunch Data, AIMS Web/End of Course Exam Data, Early Warning System Data (Attendance, Discipline, Grades, etc.), Focus, Priority, Bottom 300 Schools Data, District Assessments Data

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

Resources and Supports to Schools Based on Needs

Person Responsible

Renee Dudley

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

The district leadership team will meet to discuss schools and the resources needed to help improve student performance. Data collected includes professional development needs, district assessment data, and early warning system data. The most needy schools will be provided extra staff to support teachers, supplemental core curriculum, intervention materials, a professional development specialist, a math, intervention paras, extra funding (TI as required by the TI application for focus and priority schools), a district liaison, behavior techs and/or specialists, and semester walkthroughs. As schools move through the tiers, they receive less resources.

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

District Led Walkthroughs/District Leadership Meetings

Person Responsible

Renee Dudley

Schedule

On 5/27/2016

Evidence of Completion

District Led walkthroughs occur twice per year at the most needy schools. However, district liaisons meet with school based administrators as needed on a monthly basis. Information from walkthroughs and meetings with liaisons are brought to the district leadership meetings to discuss successes and barriers. The information is problem solved, and strategies are created to build success.

Implementation Timeline

Professional Development

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

G1. If we improve academic achievement for all students and provide a rigorous integrated curricula within a multi-tiered system of support, then the percentage of students graduating will be prepared for post-secondary education and other career paths.

G1.B1 Scheduling adequate time for staff development.

G1.B1.S1 Provide rigorous and relevant professional development to teachers and school administrators throughout the school year during early release days, district in-service days, during evenings, and through the district's professional development website via Moodle platform.

PD Opportunity 1

Staff development

Facilitator

Tara Hart; Professional Development Council Chair

Participants

Teachers and administrators

Schedule

Monthly, from 8/17/2015 to 6/13/2016

G1.B2 Using effective, relevant data to drive decisions to improve student performance

G1.B2.S1 Use "Synergy Teams" to help school-based leadership teams with data analysis and informed decision-making.

PD Opportunity 1

Synergy Meetings "Problem Solving-Leadership Team"

Facilitator

Principal and Assistant Principal

Participants

Teachers, Coaches, Counselors, Psychologists, Resource Compliance Specialists

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Technical Assistance

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

Budget Rollup**Summary**

Description	Total
Grand Total	0