



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

42 - Marion

Dr. Diane Gullet, Superintendent
Cassandra Brusca, 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 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 the district's strategic plan to ensure that all students graduate from high school possessing the skills and knowledge necessary to excel in their chosen post-secondary path.

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.

Tier 1- Core Instruction

1. 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 when they do not respond to initial core instruction. Effective planning is essential in standards' mastery. Therefore, administrators and teachers are trained to unwrap the standards to determine essential, important and compact standards. The emphasis was unit planning during the 2015-2016 school year and lesson planning during the 2016-2017 school year.

a. Progress Monitoring - AIMSweb is utilized for benchmarking reading and math 3 times per year for all students grades K-5. For all students who did not score a level 4 or 5 on the FSA last year in reading and/or math in grades 6 through 10, district learning checks and assessments will be monitored for adequate progress. Action planning takes place based on progress monitoring data. The iReady diagnostic and growth monitoring will be used to progress monitor students at TOP's schools.

2. 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.

a. 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.

3. 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.

a. 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.

Tier 2- Small Group Instruction

1. 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, FSA, AIMSweb, Early Warning System, Local End of Course exams, district created learning checks 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. We have a reading and math intervention protocol that outlines recommended interventions to be used based on problem identification. Our 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.

a. 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. Progress monitoring occurs on a bi-weekly basis at this level.

Tier 3- Individual Student Instruction

1. 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.

a. 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. Progress monitoring occurs on a weekly basis at this level.

Teacher Support System

1. 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. During the 2016-2017 school year, principals will implement PLC's based on teachers' interests. PLC plans were turned in to Tara Hart, Director, K12 Academic Services.

a. 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.

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.

Resource Allocation

1. 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, math coaches and professional development specialists. 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.

a. 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 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 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.

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 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.

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. Schools will be afforded flexibility in budgeting to achieve their goals which in turn will increase graduation rates.

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.

District goals are monitored via a district strategic 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 SAM: Self-Assessment of MTSS was a measure used in the late Spring of 2015 for monitoring our district's implementation of response to intervention. Survey outcomes results measure implementation of MTSS and were used in monitoring our strategic plan.

Additionally, Synergy Team members collect data via monthly summaries which are used to assist in monitoring progress of our Synergy Team members' time spent in schools and monitor effectiveness of our resource allocation within the MTSS framework.

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.

Each principal presented their "State of the Schools" to the district feeder pattern facilitators during the summer of each year. Additionally, they meet with the Superintendent three times a year. 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.

Extended Learning and TOP Year 1 Implementing Schools meet monthly to discuss trends in data regarding discipline, attendance, and curriculum. Each school is assigned a district liaison to support leadership. Liaisons visit schools on a bi-weekly basis and checks in with principals weekly.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361936>

2. Family and Community Engagement

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

For TOP's Year 1 Implementing Schools
Item 2

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

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

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

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

Item 3

1. The following activities are efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process:

- a. CAT Meetings
 - b. School Advisory Council (SAC)/PTO Meetings
 - c. Parent Trainings
2. Families and community members will be notified via:
- a. Newsletters,
 - b. Public Service Announcements,
 - c. Skylert Messages,
 - d. and Flyers
3. Evidence of meeting notifications with parents will include
- a. Times and location of meetings
 - b. Evidence the meeting will be made convenient for parents and guardians
2. Documentation
- a. CAT Recruitment Letter (Superintendent)
 - b. Marketing Materials (attempts to build interest in the turnaround process)
 - c. Stakeholder Surveys (analysis of results)
 - d. (Parent Survey, Instructional and Non-Instructional Staff Surveys)
 - e. Meeting calendars, agendas, sign-in sheets and minutes
 - f. Press Release announcing meeting dates, times, and locations

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 gathers information to develop plans, apply for grants, and implement plans by surveying principals. Needs are considered when comparing requests to specific trends (data, teacher turn over, discipline, attendance, students performance, etc.).

Principals also meet with the Superintendent to discuss the status of the school and make requests three times per year.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

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

b. Employee's Title

Director

c. Employee's Phone Number

(352) 671-4171

d. Employee's Phone Extension

54105

e. Supervisor's Name

Renee Dudley

f. Supervisor's Title

Other

g. Employee's Role and Responsibilities

Anna DeWese, Ed.D. is the Director of Grants and Federal Programs. One of the many tasks assigned is DA contact to the Regional Executive Director in regards to School Improvement, Differentiated Accountability (prevent, focus, and priority schools), and turn around options.

2. District Leadership Team:**Krysalka, Lisa, lisa.krysalka@marion.k12.fl.us**

Title	Assistant Superintendent
Phone	(352) 671-7700
Supervisor's Name	George Tomy
Supervisor's Title	Superintendent
Role and Responsibilities	Deputy Superintendent of Marion County Public Schools

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

Title	Director
Phone	(352) 671-7700
Supervisor's Name	Lisa Krysalka
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director- School Development and Evaluation

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

Title	Director
Phone	352-671-4171
Supervisor's Name	Renee Dudley
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.

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

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

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

Title	Director
Phone	(352) 236-0505
Supervisor's Name	Renee Dudley
Supervisor's Title	Director
Role and Responsibilities	Director K12 Academic Services - Staff Development and Reading

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

Title	Director
Phone	352-671-6868
Supervisor's Name	George Tomyn
Supervisor's Title	Superintendent
Role and Responsibilities	Executive Director of Student Services, Exceptional Student Education, Psychological Services, Social Work Services, and School Counseling and Assessment

Dudley, Renee, renee.dudley@marion.k12.fl.us

Title	Director
Phone	352-236-0582
Supervisor's Name	Lisa Krysalka
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Executive Director- K12 Academic Services, Elementary Education, Secondary Education, and Assessment

Otzel, Donna, donna.otzel@marion.k12.fl.us

Title	Director
Phone	352-671-7700
Supervisor's Name	Renee Dudley
Supervisor's Title	Director
Role and Responsibilities	Donna is the Director of K12 Academic Services, Secondary Education and Assessment.

Niznik, Valda, niznikv@lake.k12.fl.us

Title	Director
Phone	352.236.0502
Supervisor's Name	Renee Dudley
Supervisor's Title	Director
Role and Responsibilities	Valda is the Director of Elementary Education

Aten, Beth, beth.aten@marion.k12.fl.us

Title	Administrator
Phone	352.671.4171
Supervisor's Name	Anna DeWese, Ed. D.
Supervisor's Title	Director
Role and Responsibilities	Early Learning Coordinator, Grants and Federal Programs

Cook, Donna, donna.cook@marion.k12.fl.us

Title	Administrator
Phone	352.671.4171
Supervisor's Name	Anna DeWese, Ed. D.
Supervisor's Title	Director
Role and Responsibilities	Coordinator for Reading and Math, Grants and Federal Programs

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.

Marion County's Strategic Plan has several goals set to improve teaching and learning. Specifically, goal three is designed to hire, develop, retain and support the most highly qualified teachers, administrators and support personnel. The performance of students is linked to the quality of the instruction taking place in each classroom and on the effectiveness of the school leadership. The district insures that employees are selected, trained and retained so that they can perform their job function at the highest level possible for the benefit of our students being mindful of the needs of the individual schools and the desire to hire a diverse employee pool. This includes teachers, administrators, substitute teachers, Professional Development Specialists, Deans, Guidance Counselors and all non-instructional support personnel.

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. 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. District administrators collaborate to provide rigorous and relevant professional development through a variety of media in real time. School administrators are expected to use strategies gathered to enhance planning and instruction.

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 to impact planning and instruction, transform the data into actionable evidence, and 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.

In addition to the above, principals of focus and priority schools are assigned a district mentor and meet more frequently (through walkthroughs, in data meetings, and as requested by the district or school administrator) . The district mentor works with school administrators to provide support in academic and non-academic areas and attend school-based Synergy meetings.

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 District Leadership Team in conjunction with school administrators evaluate the performance of all school personnel. The District has assigned a Central Office staff member 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.

DMT Item 5

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

Sunrise Elementary

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

Lake Weir Middle School

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

DMT Item 6

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

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

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.

Goal two of the district's strategic plan determines the rationale to maximize, federal, state and local resources to ensure the most effective and efficient use of revenues.

Marion County Public School District has built 10 teacher in-service days into its Instructional Calendar for the 2015-2016 school year. School administrators use these days to implement PLC's which offer professional development, collaboration, and data analysis.

During the 2015-2016 school year, art, music, media, and PE teachers were rehired. As a result, elementary teachers were granted more collaborative planning time.

All schools are provided a budget that includes funds for substitutes. Many schools use these funds to fund additional collaborative planning opportunities. Consequently, all Title I schools have the opportunity to develop a school-level budget which allows for the allocation of Title I funds to support collaboration and common planning.

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.

Each school will be staffed with either a part or full time professional development specialist. The district will review school FSA and AMO reading data and prioritize the allocation of professional development specialists to schools based on need. Additionally, schools with the most need will receive a part time math coach. The district does not fund science coaches. However, the district does train a STEM lead for each grade level to act in proxy to a science coach and math coach for schools not served.

The professional development specialist 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.

Math Coaches and STEM leads provide professional development in STEM areas. They are members of the Synergy team and school leadership team. These professionals are highly trained and provide opportunities to model, plan, and help school administrators determine the effectiveness of the core.

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:

Wonders; "Write Traits"

Program Type

Core

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.

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:

Program Type**School Type****Description****Algebra I & II, Geometry, and Calculus****Program Type**

Core

School Type

Middle School, High School

Description

Prentice Hall Algebra 1 and 2, 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 includes 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 every lesson to the Florida Standards. 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 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. 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 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.

Bellevue Santos Elementary-Donna Otzel

East Marion Elementary-Dr. Marilyn Underwood

Evergreen Elementary-Dr. Anna DeWese

Emerald Shores Elementary-Renee Dudley

Fessenden Elementary-Tara Hart

Marion Oaks Elementary-Kathy Quelland

Oakcrest Elementary-Valda Niznik

Sunrise Elementary-Beth Aten

Lake Weir Middle-Kathy Quelland

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.

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.

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

 = 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

 S258406

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
2017					
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
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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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 instruction and differentiate based on the students' needs.	5/31/2018 monthly
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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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.