



Turnaround Option Plan – Phase 2

Marion County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Wyomina Park Elementary and 0431

District-Managed Turnaround

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

The district reviewed the school's performance trend data and qualitative information, such as data collected through district and state assessments in addition to school visits, surveys, and interviews. This plan was developed to address the greatest areas of need across the five domains of an effective school: Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Effective Leadership:

In January 2016, the former principal started at Wyomina Park Elementary School. The school's grade at the start of 2015-2016 was a "C" but fell to a "D" in spring 2016. The school grade plummeted yet another grade lower to an "F" the following school year earning only 216 points. Due to the decline in school grades, the administrative team was replaced in July 2017.

Professional Capacity:

An outside administrator conducted a "Listening Tour" with the staff at Wyomina Park Elementary School in the spring of 2017. A common thread that resonated during this "Listening Tour" was that there was limited training and ongoing support. Specifically, differentiated professional development that included opportunities to observe in other classrooms was requested by several staff members. Another expressed concern was the desire for time and assistance with planning offered to teachers.

Ambitious Instruction and Learning:

Spring 2017 Florida State Assessment data indicates that there was a slight improvement in both 3rd grade ELA and Math proficiencies. The percentage of 3rd grade students who scored proficient in ELA from 2016 to 2017 increased 18 percent, and in 3rd grade Math there was a 50 percent increase. Even with these improvements in 3rd grade, the level of proficiency in both ELA and Math were only 33% and 36%, respectively. Third grade was the only grade level with improvements during a one-year span from 2016-2017. All other grade levels decreased in levels of proficiency in every subject area.

There is a statistical decline in both ELA and Math between 2015 and 2017 at every grade level. Both ELA and Math steadily increase negative percentage differences from 3rd Grade to 5th Grade. The following are the percent declines of proficiency by subject and grade level from 2015-2017: ELA 3rd Grade (-5.71%), ELA 4th Grade (-28.9%), ELA 5th Grade (-46.2%); Math 3rd Grade (-7.69%), Math 4th Grade (-14.3%), Math 5th Grade (-41.3%), Science 5th Grade (-30%).

The weakest combined 3rd-5th Grade FSA Clusters were Integration of Knowledge and Ideas (earned only 37% of points possible), Key Ideas and Details (earned only 41% of points possible), and Text-based

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Writing (earned only 43% of points possible). In Math, the combined 3rd-5th Grade Domains demonstrated an alarming deficiency in Operations, Algebraic Thinking and Fractions (earned only 34% of points possible). Measurement, Data, Geometry (earned only 43% of points possible), and Number and Operations-Base Ten (earned only 44% of points possible). The spring 2017 Science FCAT results illustrate that the fifth grade students earned only 57% of the possible points in Nature of Science and only 58% of the possible points in Life Science.

Supportive Environment:

The School Improvement Survey conducted during the 2016-2017 school year reflected that only 40% believe, “My child feels safe at school.” During the Listening Tour, multiple staff members expressed concerns about the need for discipline and counseling support. In addition, staff expressed the need for assistance with ELL and ESE students. These sentiments conveyed by parents and staff about the lack of a supportive environment were endorsed by the 2016-2017 discipline data. Last school year, there were 652 referrals. The following is the breakdown of total referrals by grade level: Pre-K—5; Kdg—53; 1st—120, 2nd—107, 3rd—139, 4th—100, 5th—128. Ten percent of the student enrollment, for the 2017-2018 school year, has elected to attend another school through Florida’s Opportunity Scholarship Program.

Family and Community Engagement:

The 2016-2017 School Advisory Council members consisted of seven parents and three staff members. There were only five respondents to the Parent School Improvement Survey conducted in the 2016-2017 school year. Based on the School Advisory membership and low responses to the survey, there is a need for more community and family involvement at Wyomina Park Elementary School.

Attendance is another factor that is negatively impacting student achievement. During the 2016-2017 school year, there was a total of 4,738 absences from school. The following is the breakdown of total days of absences by grade level: Pre-K—229; Kdg—803; 1st—759, 2nd—830, 3rd—782, 4th—750, 5th—585. Engaging students in meaningful learning experiences and empowering families and community are essential. This engagement needs to be expanded to develop partnerships to improve the overall perception and provide more opportunities with support for the students and their families.

Item 2: Rationale for the turnaround option(s) selected.

Marion County Public Schools has selected Option 1, “District-Managed Turnaround” to improve school achievement. This option offers internal supports and guidance from the district to schools. Under the district’s new superintendent’s leadership, the organizational structure has been re-configured at the district level to provide several principals on assignment for leadership development. Providing this ongoing coaching and support to administrative teams will help ensure that the efforts and focus of all stakeholders at the school support the five domains of effective schools.

Part II: Implementation Plan

A. Areas of Assurance

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Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

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

Ongoing conversations between building administration and district staff will help determine if action plans and progress points need to be altered. This partnership will provide continual checkpoints regarding implementation of turnaround strategies. In addition to onsite visits, the principal will be required to meet formally with the Director of Turnaround Schools on a monthly basis to review progress toward meeting the action steps outlined. The Director of Turnaround Schools and the administrators supporting leadership development will be meeting weekly with the Deputy Superintendent as a direct line for accountability and decision making.

As a result of ongoing observations and visits, differentiated support will be provided by various district departments such as ESE, ELL, Family/School/Community Engagement, and Curriculum/Instruction to address the socioeconomic, academic, and behavior needs of the school. For instance, curricular support will be provided to ensure that teachers understand how to plan and deliver instruction to the depth of the Florida Standards. Also, the School Counseling and Assessment department will be an integral part of working closely with the staff in disaggregating current data to help drive focused instruction as well as supporting students in need.

School Capacity

Administrators

The attrition rate for administrators in Marion County has brought significant change in experience and makeup of current school and district leaders. The Superintendent, Deputies, and Executive Director of Leadership Development actively recruit lead teacher and assistant principals. Potential candidates are vetted thoroughly through the district's selection process. Once potential candidates are selected, they are placed in schools whose needs can be met by the strength of the incoming assistant principal and principal. Principal and Assistant Principal Councils meet bi-monthly with district administrators to provide ongoing professional development and support.

The former principal of Wyomina Park Elementary was replaced by Joy Baxley, on July 27, 2017. She began her career as a teacher in 1984 and joined Marion County Public Schools in 2003 as an ESE

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Parent/School Liaison. She developed as an administrator and leader through the following schools and roles: Eighth Street Elementary (Dean), Osceola Middle School (Assistant Principal of Discipline), Osceola Middle School (Assistant Principal of Curriculum), Saddlewood Elementary (Assistant Principal of Curriculum), Emerald Shores Elementary (Assistant Principal of Curriculum). A majority of her building-level leadership resulted in the schools earning an “A” rating. From 2015-2017, Joy Baxley worked at one of the turnaround schools in Marion County Public School. Under her leadership as Assistant Principal, the school grade increased two letter grades to a “C” within two years. Her successes in working at a variety of schools have prepared her for the challenges faced at Wyomina Park Elementary School.

The Assistant Principal and Dean were also replaced at Wyomina Park Elementary to provide more experience with curriculum and discipline to the administrative team. Additionally, the district recognized the need for further support. Therefore, an additional Assistant Principal and Dean were added to the administrative team. The administrative team brings a wealth of curriculum and discipline experience.

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district provided flexibility to Wyomina Park Elementary in building master schedules and planning relevant professional development based on the needs identified through data disaggregation. Joy Baxley was a part of selecting the Content Area Specialist for Mathematics.

Educators

There were eight teachers removed from the school due to State VAM Scores of “Needs Improvement” and “Unsatisfactory.” Only teachers with a State VAM score of “Effective” or “Highly Effective” remained on the instructional roster at Wyomina Elementary School. Removing these teachers from the school contributed to the current eight instructional vacancies. Five of the vacancies are on hold due to current enrollment and are pending the ten-day student count. District administrative staff immediately assisted the principal in a variety of efforts to attract and retain effective teachers.

A monetary incentive was offered by Marion County Public Schools and endorsed by the Marion Education Association in an effort to attract and retain teachers. Marion County Public Schools offers a financial incentive to individuals who receive a Value Added Model (VAM) score of Highly Effective (HE) in the most recently reported year and work at an identified Turnaround School. This incentive can only be collected if the employee works the entire school year. In addition, if the employee retains their Highly Effective (HE) status and the school where they work remains an identified Turnaround School, they can receive the same financial incentive in subsequent years. The desire of Marion County Public Schools is to reduce turnover while attracting and retaining the very best teachers at schools needing their expertise.

In order to attract employees, a variety of recruiting efforts were made within the county and expanded statewide. Educator retirees were personally contacted to consider returning to the classroom. Certified substitute teachers were also called and asked to consider teaching full-time. Neighboring college and

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universities were contacted to facilitate hiring opportunities for students needing employment. In addition, potential employees were sought in a “The Field Is Wide Open” themed recruitment venue held at the Paddock Mall. Social media and online avenues (Tweets, Facebook, Web Site, Job Search Companies) continue to be utilized to help publicize the instructional vacancies and incentives available.

In keeping with statutory language on differentiated pay, Marion County Public Schools is planning on using funds awarded through the Unified School Improvement Grant to provide additional monetary incentives to retain and recruit highly effective teachers at Wyomina Elementary. This plan will be implemented and publicized later in October contingent upon receipt of the UnSIG funding. We anticipate that the collective bargaining agreement can be amended with the Marion Education Association and the Marion County School Board’s concurrence.

Newly hired teachers were supported a weeklong training was developed. This training was entitled, “New Beginnings,” and covered topics from classroom management to data-driven instructional planning. There is a district “Teaching and Learning” department designed to provide ongoing support. Program specialists, from the Teaching and Learning Department, will be going out to schools and assisting teachers in the field throughout the year. This support will be above and beyond the daily support offered by the Administrative Team and Content Area Specialists that will be onsite every day.

During the school year, classes will be divided amongst other teachers on the campus as unexpected absences of teachers occur. This procedure will help ensure that students are receiving instruction from certified teachers.

B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

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|--|--|
| <input checked="" type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input type="checkbox"/> 2. Instructional Programs | <input type="checkbox"/> 5. Increased Learning Time |
| <input type="checkbox"/> 3. Differentiated Instruction | |

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

Assessments

Marion County Public Schools re-structured the School Counseling and Assessment Department. The department merged two departments (district and statewide testing) that were previously separated. The combination of the departments helps ensure relevancy and purpose for district test creation, appropriate schedules for test administration, ongoing data disaggregation, and timely professional development related to testing results throughout the year.

Assessments in Marion County Public Schools for the 2017-2018 school year were outlined for each grade level and were selected to achieve a specific purpose. Below is a synopsis of the assessments:

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Type	Purpose	Subject & Target Students	Name of Assessment	Schedule
Summative Standards Mastery	*Report areas of reading (ELA K-2)	ELA K-2	Developmental Reading Assessment	Not a separate event.
	*Assess mastery of standards (ELA 3-5/Math 1-5)	ELA 3-5	iReady Diagnostic	Use same assessments below. See below timeline.
		Math K	Kdg. Math Skills Inventory Assessment (KMSI)	
		Math 1-5	iReady Diagnostic	
	*Show growth			
	*Guide Instruction	Sci. 3-5	Comprehensive Standards Mastery Assessment (CSMA)	Sept., & Dec.
	*Predict performance/school grade (3-5)			
Interim Standards Mastery	*Student achievement (K-2 and non-core)	Art, Music, PE, Theatre, Dance	Student Growth Performance Assessment (SGPA)	Sept. & May
	*3 rd Gr. Reading Portfolio			
	*Report Areas of Reading (ELA K-2)	ELA K-2	Developmental Reading Assessment	Full Battery Aug. & Apr.
	*Assess mastery of standards (ELA 3-5 & Math 1-5)	ELA 3-5 (includes writing)	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
		Math K	Kdg. Math Skills Inventory Assessment (KMSI)	Aug., Sept., Dec., Feb., Apr.
	*Guide Instruction			
Growth Monitoring	*3 rd Grade Reading Portfolio	Math 1-5	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
	**Aligned to the Scope and Sequence outlined in curriculum map	Sci. 3-5	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
Diagnostic	*MTSS *Progress Monitoring	Reading 1-5 Math 1-5	iReady Progress Monitoring Assessments	Ongoing Tier 2 & 3 Students
	*Universal Screener *Guide Instruction (domain) *3 rd Gr. Promotion *Growth	Reading 1-5 Math 1-5	iReady Diagnostic Assessments	AP 1- Aug. AP2- Jan. AP 3- Apr.

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Data will be disaggregated and analyzed at the school and district levels throughout the school year. Most of the assessment data will be accessible electronically for efficient analysis by student, class, grade, school, and district-wide. This information will ultimately help determine the best approach to effectively meet the instructional needs of each student.

Professional development regarding the use of data to drive instruction began at the Superintendent's Leadership Conference and will continue monthly with building administrators. Content Area Specialists will also receive ongoing training on data analysis in order to assist teachers in providing specific feedback to students and parents, selecting resources that strongly align to the Florida Standards, and planning lessons to differentiate learning.

There will be an emphasis during professional development with teachers on how to effectively use the curriculum maps and various types of assessments to make daily adjustments to instructional strategies. These adjustments would be made based on the needs of students in relation to their mastery of the Florida Standards. The curriculum maps were re-vamped in order to have framework continuity across content areas. Instead of embedding a plethora of resources in the curriculum maps, the focus was placed on outlining the Florida Standards in their entirety with an accompanied Scope and Sequence.

The Scope and Sequence was determined by using the FSA data trends. For instance, the weakest ELA strands were moved to be taught toward the beginning of the year and embedded for spiral review throughout the year. The Quarterly Standards Mastery Assessments were aligned to the Scope and Sequence and will offer accountability of instruction and student mastery of skills. In addition, learning scales were included in the Curriculum Maps to encourage the ongoing progress monitoring of standards by students and teachers.

The Florida Standards and Next Generation Science Standards were coupled with universal design for learning (UDL) strategies. These strategies help students become expert learners and take ownership of their learning. This shift of format and focus in the Curriculum Maps will require in-depth training with instructional leaders and teachers to ensure effective use.

School Leadership

The Principal, Assistant Principal, and Dean were all replaced at Wyomina Park Elementary School. An additional Assistant Principal and Dean were added to the administrative team to offer even more support for both academics and discipline. Ongoing monitoring and support by district administration will occur throughout the year. Bi-weekly onsite visits will involve a focus such as identifying trends and calibrating feedback as a result of classroom observations. Another focus will involve the MTSS/problem-solving process in order to offer specific support to better meet the students' needs in relation to the academics and discipline.

Bi-weekly Principal Councils will offer opportunities for professional development, data reviews, goal setting, and sharing of best practices. The principal will also be a part of a "Turnaround Schools Cohort" and will be given targeted professional development and support throughout the school year by the principals on assignment.

In addition to data analysis of assessments outlined earlier, there will be ongoing review of observational data conducted by the building level administration. To monitor fidelity, the building level observation data will be compared to the identified trends during onsite visits and observations by district

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administrators as well as current testing data. Through conversations based on data results, professional development will be planned to ensure that the best instruction is provided for students.

The professional development for teachers, the Union, and administrators will focus on how to appropriately apply the Marion County Instructional Evaluation System (based on the Charlotte Danielson evaluation framework rubric) to instructional delivery. This better understanding of the Marion County Instructional Evaluation System rubric, through professional development, will result in calibration and most importantly the expectation of higher standards by both the teacher and student.

The Elementary Curriculum and Instruction Department has five focus areas to help guide their work and support of school leadership which in turn will solidify Tier I Instruction. Professional development and ongoing support will occur to ensure the implementation of the following areas.

1. Common Boards (Core and Related Arts)

Several key components to Common Boards include:

- The Florida Standard
- The Objective or Learning Goal
- The Essential Question
- The Daily Assessment or Check for Understanding

The primary elements to keep in mind are:

- Common Boards should be visible in classrooms.
- Teachers and students should be actively utilizing the boards to activate and close the lesson.
- There should be common language with common expectations established for each school.

2. Collaborative Planning (Standards-based)

- Collaborative Planning should occur a minimum of once per week by grade level/department.
- Everyone should contribute/share understanding of the FL Standard, aligned resources, and reflect on instructional practices.
- The following questions will guide effective planning and practice.
 - **What are we/students doing?
 - **Why are we doing it?
 - **What data do you have to support this decision?
- Teachers will develop standards-based lesson plans that will guide teachers in effective instructional practice and delivery.

3. Learning Artifacts

- Showcase learning in the hallway and classrooms with the posted FL Standard/s.
- Parents, students, and staff members can observe the alignment of students' learning to the depth of the standards as well as see vertical alignment of instruction between grade levels.

4. Data Walls/Organization

- Data is imperative to drive instruction as it indicates the next developmentally appropriate instructional step.

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- Data should be collected from daily formative assessments. In addition, behavior, attendance, and summative assessments should be reviewed.
- Data should be utilized by students and staff to help determine levels of mastery.

5. Scales

- Scales are utilized by students and teachers to ensure coherent standards-based instruction and understanding.
- Scales allow for teachers to formatively assess students on their knowledge of learning targets leading to the lesson goal (standard). Students will provide evidence of knowledge for each target.