



TOP-2

District-Managed
Turnaround Plan – Step 2
(TOP2)

Marion County Public Schools
Oakcrest Elementary School

Due: October 1

Purpose

District-Managed Turnaround Plan—Step 2 (TOP-2)

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org no later than October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Oakcrest Elementary School/0341

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district and school levels.

A comprehensive needs assessment was conducted using three years of trend data from the state, district and school levels. This included an analysis of school grade components in ELA, Math and Science. ELA achievement and learning gains showed a slight improvement from 2024 increasing from 29% to 31% and 46% to 49%. ELA lowest quartile showed a 14% decrease from 67% to 53%. Math has consistently declined with the exception of the lowest quartile which increased from 40% to 51%. The most significant drop over the three years was Science dropping from 47% in 2023 to 20% in 2025. Additionally, monthly student attendance rates and discipline data were reviewed to identify trends. In the 2025 school year, 40.88% of students were chronically absent, while only 28.59% had no attendance issues.

The Cognia survey completed by families and the community indicated that 41% of respondents desired an emphasis on high expectations. Another area for improvement as indicated by this survey was that 30% of respondents felt that there was a need for stronger relationships with the students.

The 2024-2025 School Improvement Plan goals were also examined to measure progress and align priorities. This data analysis helped determine key focus areas for the upcoming year, including targeted academic support, improved attendance and a positive school climate.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

The school annually completes a comprehensive School Improvement Plan (SIP), ensuring alignment of all Unified School Improvement Grant (UniSIG) expenditures with the strategies and goals outlined in the plan. The school leadership team monitored the implementation of the SIP and the TOP, including the use of UniSIG funding. This year, where applicable, the SIP was intentionally aligned to the Turnaround Option Plan (TOP) to ensure cohesion across school improvement efforts. The school completed the SIP mid-year reflection and updated the SIP as necessary. Additionally, the school provided updates to the School Advisory Council (SAC) to support the preparation and evaluation of the SIP. The school leadership team monitored the implementation of the SIP and the TOP, including the use of UniSIG funding.

Prior to the initial hiring of instructional staff, the school collaborated with the district to review the Value-Added Model (VAM) data provided by the Department. The school consulted with the district to ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating below Effective and out-of-field instructional personnel assigned to the school was not higher than the district average.

The school collaborated with the district leadership team to implement a Multi-Tiered System of Supports (MTSS) plan to address the individual needs of all students and worked with the district leadership team to design and implement a master schedule that provided common planning time for instructional staff. The school collaborated with the district leadership team to develop and implement pacing guides, curriculum and both formative and summative assessments in mathematics, English Language Arts (ELA), science and social studies, ensuring alignment with Florida's state academic standards. These components are reviewed during Instructional Reviews (IRs) and adjustments are made when deficits are identified.

The school conducts Quarterly Data Reviews (QDRs) each quarter and leverages ELA and mathematics coaches and district program specialists with proven effectiveness to build instructional capacity through lesson modeling, data analysis, professional learning and ongoing feedback.

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Identify strategies that have not resulted in improvement. What will be done differently?

The school is implementing targeted instructional planning, consistent interventions, differentiated support, strategic scheduling and proactive attendance measures to address low academic performance, subgroup gaps and chronic absenteeism.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A

Accountable and Shared Leadership

The district-managed turnaround plan is a comprehensive, data-driven strategy focused on improving student achievement, strengthening instructional quality and building leadership capacity. The plan incorporates findings from the needs assessment to address critical gaps and prioritize targeted actions.

The district will establish a clear leadership structure with shared responsibilities between district and school leaders. In response to data gathered in our needs assessment, the implementation plan will include leadership coaching, principal mentoring and regular leadership team data reviews conducted by the leadership team.

Standards-based Instruction and Learning

The plan ensures full alignment of instructional materials and practices to Florida's state academic standards. Needs assessment results identified gaps in instructional rigor and consistency, indicating a need for professional learning for teachers focused on standards-based planning, data-driven instruction and differentiated interventions.

Student-Centered Learning Environment

The needs assessment identified student learning environment and chronic absenteeism as significant barriers to student success. In response, the district-managed turnaround plan includes targeted strategies to create a safe, supportive and engaging school environment. School leaders and staff will implement a Multi-Tiered System of Supports (MTSS) for attendance, track student-level data weekly and engage families through personalized outreach and community partnerships. Positive behavior systems, mentoring and incentive programs will be expanded to reinforce consistent attendance.

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Part B

The district affirms that the district leadership team, including the superintendent and key department leaders, plays an integral role in school improvement and has developed and is actively implementing a district-managed turnaround plan. An area superintendent will report directly to the superintendent and support the principal. The principal in place has extensive turnaround experience with successful outcomes. Instructional programs are fully aligned to Florida's academic standards in ELA, mathematics, social studies and science. These programs have demonstrated effectiveness with similar student populations and differ meaningfully from previous approaches. Oakcrest Elementary School has 16 instructional staff members and 3 administrators that are reading endorsed, which is an increase from the prior year. We will prioritize early interventions for K-3 reading and K-4 mathematics deficiencies and promote cross grade-level alignment to build background knowledge in social studies and science. The district also mandates progress monitoring assessments that are standards-aligned, predictive of statewide assessment performance and provide actionable data to guide interventions and acceleration. The school is fully staffed and meets all staffing requirements.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

All areas of focus in the SIP were directly targeted as areas of focus in the TOP-1. There will be a focus on data collection to inform the next steps. Data sources will include benchmark assessments, Quarterly Assessments (DPMA), attendance, behavior and a walkthrough data tool based on specific high yield strategies and expectations for instruction. There will also be a focus on a shared Positive Behavioral Interventions and Supports (PBIS) system that will improve school climate and reduce chronic absenteeism from staff and students. With the support of district staff and BSI, Oakcrest Elementary School coaches and administration will facilitate grade-level collaborative planning/PLCs twice weekly, guide data analysis and provide coaching, co-teaching and modeling. Oakcrest Elementary School will also conduct consistent instructional walkthroughs and feedback cycles aligned to the focus of PLCs. Feedback will be shared promptly and linked to PLC goals, instructional practices and student outcomes.

The district and school leadership team will collaborate closely through aligned planning sessions, regular progress check-ins, classroom walkthroughs and shared data analysis. Together, we will coordinate resources, allocate school improvement budgets, monitor implementation and adjust strategies to ensure the school improvement plan is executed with fidelity and focus.

District-Managed Turnaround Plan Assurances

The district must agree to ALL the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources,

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professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida’s state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with section 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida’s state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.
5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district’s allocation of support and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan and for K-4 students with a substantial deficiency in mathematics.

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9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

The district leadership team, led by the superintendent, includes leaders from assessment, curriculum, human resources and professional learning. This team is responsible for developing, overseeing and monitoring the implementation of the District-Managed Turnaround (DMT) plan. They provide direct support to the school, ensure alignment of resources and conduct regular progress reviews to drive continuous improvement.

The district grants the school leader flexibility in staffing decisions, master scheduling and budget allocations to support the turnaround effort. This autonomy allows the principal to build a strong instructional team, adjust schedules for interventions and professional learning and direct funds toward high-impact strategies aligned with student achievement goals.

The district must approve all resources used for instruction and remediation. Oakcrest Elementary School provides a variety of interventions that are approved based on the District Comprehensive Evidence-Based Reading Plan that was submitted to the state. Supplemental instructional materials are approved based on ESSA evidence levels. These resources will be leveraged to support consistent and explicit planning and teaching of the benchmarks.

The district's reading programs are fully aligned with section 1001.215(8), F.S., ensuring they are evidence-based, systematic and grounded in the science of reading. Core instruction includes explicit, sequential teaching of phonological awareness, phonics, fluency, vocabulary and comprehension. Intervention programs provide targeted, data-driven support for students identified with reading deficiencies. All instructional materials and strategies are vetted for alignment with Florida's B.E.S.T. Standards.

Progress Monitoring Tools:

- Benchmark Assessments (BA)
- District Progress Monitoring Assessments (DPMA)
- UFLI Foundations Progress Monitoring (K–2 Phonics)
- Common Formative Assessments (based on standards-based instruction)
- Summative Assessments:
 - FAST (Florida Assessment of Student Thinking) – Grades 3–10
 - Statewide Science Assessment – Grade 5
 - ACCESS for ELLs (for English language learners)
 - FSAA (Florida Standards Alternate Assessment, where applicable)

Leadership Restructuring:

Leadership roles have been adjusted to provide more focused support. Grade-level-specific instructional coaches have been added to target the unique needs of students in K–2 and 3–5. Additionally, dedicated coaches for resiliency have been added to support the development of the student.

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Instructional Coaching & District Support:

Coaching has been intensified with additional on-site coaches and district-assigned support, specifically in math and instructional leadership. This ensures consistent, job-embedded professional learning in alignment with student needs.

District support sent to campus includes two program specialists assigned to support math instruction and planning, in response to lower math performance on FAST and DPMA assessments. Additional district instructional coaches will collaborate with on-site coaches to provide modeling, co-planning and professional learning.

Behavior and resiliency support is being provided in response to behavioral data. The district has supported Oakcrest Elementary School in staffing a resiliency/SEL coach who will work in partnership with the school counselor and PBIS team.

Priority actions include:

- Daily targeted small group instruction using a framework for phonics and decoding.
- Progress monitoring for students identified with substantial deficiencies.
- Immediate intervention supports are scheduled during a protected “RISE Time” block, with fidelity checks to ensure implementation of Tier 2 and Tier 3 interventions.
- Trained interventionists and reading coaches support teachers in delivering structured literacy practices aligned to the science of reading.
- Family communication is ongoing and aligned to the district's plan, including notification of the deficiency and strategies for home support.

For students in K–4 with a substantial deficiency in mathematics, the following steps are prioritized:

- Data-informed small group math intervention, focused on foundational number sense and operations.
- Dedicated math support from both school-based and district-assigned instructional coaches, with modeling and planning aligned to B.E.S.T. standards.
- Use of high-impact instructional strategies and scaffolded supports during core instruction and intervention blocks.
- Progress monitoring tools guide the frequency and intensity of support provided.
- MTSS team reviews are held regularly to evaluate student growth and adjust interventions accordingly.

The district played an instrumental role in developing the plan for Oakcrest Elementary School, so there are no policies that need to be changed at this time. The district will implement a structured monitoring system that includes regular data reviews, progress monitoring meetings and school site visits. The district will be involved in collaborative planning and executive coaching with the leadership team.

Assurance 2: School Capacity-Leaders and Educators

- The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

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- The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.
- The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.
- The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- The district shall ensure the instructional staff who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective, or out-of-field teachers assigned to the school is at least or at a minimum, not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

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7. What actions will the district take regarding the school leadership team after the first year of this plan if the school’s grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

The principal from 2024-25 school year has been replaced with a principal with successful turnaround experience. Sarah Dobbs’s start date was July 1, 2025. She was administratively placed at Oakcrest Elementary School to lead turnaround efforts.

2022-24: Mrs. Dobbs demonstrated successful leadership of a turnaround school, increasing the overall school grade from a D to a C and sustaining through the 2024-25 school year. Mrs. Dobbs also increased student growth and proficiency to increase all student subgroups beyond 41%.

2019-22: Mrs. Dobbs was an Assistant Principal at a turnaround school with an External Operator and worked collaboratively with the Bureau of School Improvement (2019-2021) resulting in the improvement of the school grade of Oakcrest Elementary School from a D to a C in 2021 and maintaining a C grade through 2022.

One assistant principal was retained, and one was reassigned as of July 1, 2025. A new instructional coach and resiliency coach were added as of August 4, 2025.

The district offers both financial incentives to attract and retain principals who are committed to leading turnaround schools. These include performance-based bonuses opportunities. The incentive package is designed to recognize the unique challenges and responsibilities of turnaround leadership and to promote stability.

The district invests in building the capacity of turnaround leaders through ongoing, targeted professional learning, one-on-one executive coaching, support with collaboration and participation in state-supported leadership support. Principals receive support in data-driven decision-making, instructional leadership and change management

The principal is afforded significant operational flexibility, including full authority to select and approve the instructional and non-instructional staff. The district empowers turnaround principals to make personnel decisions that align with their school improvement vision.

If the school’s grade does not improve after the first year of implementation, the district will conduct a comprehensive review of the school leadership team. Based on performance data and impact assessments, adjustments may be made, including leadership team restructuring.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

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1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

Yes, this school is given priority in the hiring process for core content areas. The district manages hiring centrally to ensure that vacancies at turnaround schools are prioritized. This priority status is outlined in a Memorandum of Understanding (MOU) with the union, guaranteeing that staffing needs at turnaround schools are addressed with urgency and support.

The district maintains a pool of certified instructional personnel, including long-term substitutes and district-level support staff, who can be deployed quickly to fill unexpected vacancies. This ensures instructional continuity and compliance with certification requirements. In addition, the district closely monitors staffing at turnaround schools to proactively address any personnel gaps.

Yes, the district offers financial bonuses to instructional personnel working in turnaround schools. These bonuses are tied to Highly Effective or Effective Local or State VAM ratings for instructional staff as well as administration. These incentive structures are part of the district's negotiated agreement with the union and are outlined in the MOU.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

The district has implemented targeted recruitment strategies to attract instructional personnel with VAM ratings of Highly Effective and Effective. Bonuses are offered to those who qualify with Local or State VAM ratings. In addition, the district has emailed, called and used social media to advertise the employment opportunities at Oakcrest Elementary School.

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None of the reassigned staff members were placed at SI schools as confirmed by our Human Resources Department. There were seven instructional personnel reassigned due to VAM ratings of Needs Improvement or Unsatisfactory.

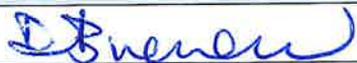
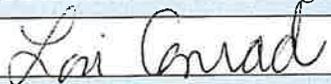
The district filled the vacancies by continued recruitment efforts by school and district staff. All vacancies are filled with certified staff.

Fill out the table below to verify the VAM classification data.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	10	1	1
School %	7.69%	76.92%	7.69%	7.69%
District %	8.38%	59.10%	18.93%	13.58%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submitting the TOP-2
Lamar Rembert, Area Superintendent Region 1
Contact information: email, phone number
Bernard.Rembert@marion.k12.fl.us 352-236-0593
Date submitted to the RED and the Bureau of School Improvement (due October 1)
September 8, 2025
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved
10/28/2025