

South Ocala Elementary School



2014-15 School Improvement Plan

South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

A

B

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: South Ocala's mission is to educate and support students in their journey as lifelong learners by providing a nurturing environment where academic and personal best will be achieved.

Provide the school's vision statement

Developing Successful Citizens-Every Student, Every Day.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

South Ocala Elementary provides many opportunities to learn about students' cultures and build strong relationships between teachers and students. Teachers regularly participate in cum reviews. The cum reviews provide teachers with important information that is vital to understanding students and their individual needs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

South Ocala Elementary strives to assure that all school stakeholders feel safe and respected on our campus. We teach, model, and expect that all members follow South Ocala's three school expectations. The expectations include; Be Responsible, Be Respectful, and Be Engaged. These three expectations drive everything from behavior to academics. They provide the foundation for all stakeholders to feel safe and respected at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

South Ocala Elementary has implemented the Positive Behavior System (PBS) to aid in minimizing distractions during instructional time. Students are taught the three school-wide expectations and provided incentives by staff members when they exhibit behaviors that correlate with those expectations. All school stakeholders participate in the PBS program which creates an environment of fairness and consistency.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

South Ocala Elementary works to assure that all students' social-emotional needs are met. The school Guidance Counselor plays an important role in this matter. The Guidance Counselor regularly meets with students, parents, and teachers to determine needs and provide resources to meet those needs. South Ocala Elementary also works closely with a school psychologist to assist with meeting students' needs. The Guidance Counselor and the School Psychologist provide training and support to teachers who work with students on a daily basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

South Ocala Elementary (SOE) uses the Early Warning System (EWS) to monitor students in distress. We use multiple indicators such as attendance, behavior, mobility, retention, and non-proficiency in academic areas. At SOE, the Administrative team members each mentor two students from the EWS list of students. The mentoring program is in place to provide support, encouragement, and resources to the struggling students.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	1	2	3	
Attendance below 90 percent	0	0	2	2
One or more suspensions	1	1	3	5
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	1	1
Retention	0	0	1	1
Behavior	1	1	3	5
	0	0	0	
Mobility	0	0	1	1

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	1	1	2	1	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All students participate in intervention groups known as Triple iii. Triple iii provides each student with appropriate, individualized support to improve student achievement. These students are also progress monitored on a weekly basis to determine if the intervention strategies are working appropriately. All of this is considered part of the MTSS system.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55245>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

South Ocala Elementary (SOE) has secured two business partners for the 2014-2015 school year. Ford Orthodontics and Triple Crown support our school financially. Their financial support allows our school to purchase items that assist with raising school and student achievement. The business partners are recognized often and invited to all appropriate school functions. SOE also invites community members to assist the school with Science, Technology, Engineering, and Math (STEM) related activities. We hold a Career Day event that features STEM related jobs. Many community members participate and provide valuable information free of charge.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Coy, Lisa	Principal
Gibson, Leann	Assistant Principal
Lane, Brian	Dean
Hunt, Victoria	Instructional Coach
McAdams, Kristen	Instructional Coach
Alexander, Elizabeth	Guidance Counselor
Patrick, Tracey	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal, Lisa Coy: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS with fidelity, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal, LeAnn Giberson: Conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS implementation.

Dean of Students, Brian Lane: Collects data and offers positive behavior recommendations.

Academic Coach, Victoria Hunt and STEM Coach, Tracey Patrick: Model researched-based strategies, tutor students, provides teachers with interventions, support, and assist in data collection and progress monitoring.

District Reading Coach, Kristen McAdams: Models research-based strategies for teachers and offers professional development as prescribed by the district.

Guidance Counselor, Elizabeth Alexander: Facilitates the MTSS /RTI process and helps teachers with data collection and research-based interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) 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. 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

Step 1: Problem Identification - identify and define the target problem

Step 2: Problem Analysis - attempt to determine "why" the problem is occurring

Step 3: Intervention Design - decide "what" is going to be done about the problem

Step 4: MTSS: monitor progress and determine "if" it is working

The implementation of SAT is a well defined process which begins with the completion of the SAT requests (STS # 35). The Marion County Student Assistance Team Packet walks the team through the process.

Title 1,

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Coy	Principal
LeAnn Giberson	Principal
Elizabeth Alexander	Education Support Employee
MaryAnn Lamb	Teacher
Gwendolyn Dawson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC approved last year's SIP unanimously. The School Improvement Plan was presented to the SAC committee section by section. All members were given time to ask questions and provide valuable feedback.

Development of this school improvement plan

The SAC assists with the SIP through reviewing school-wide data and helping to making decisions to improve student achievement for all students. All committee members are encouraged to ask questions and give feedback.

Preparation of the school's annual budget and plan

The principal prepares South Ocala Elementary's annual budget and presents it to the SAC committee.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

None at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Coy, Lisa	Principal
Gibson, Leann	Assistant Principal
McAdams, Kristen	Instructional Coach
Hunt, Victoria	Instructional Coach
Meza, charlotte	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The focus will be on monitoring target students which will include students with Progress Monitoring Plans. All students at South Ocala Elementary receive reading intervention or enrichment activities based on their individual needs. South Ocala also has the STAR program. The STAR program encourages all students to set quarterly reading goals. If the reading goals are met, students are recognized and rewarded. The classroom teachers monitor STAR student progress throughout the year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

South Ocala Elementary requires Professional Learning Community (PLC) sessions weekly. PLCs provide an avenue for fostering positive working relationships and collaboration between teachers. South Ocala Elementary also offers collaborative planning days (for all grade levels) quarterly. The planning days give teachers time to plan, review data, and further foster positive relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We retain highly qualified teachers by providing strong supports through Professional Learning Communities, professional development activities, and a positive school culture.
People responsible: Principal and Assistant Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We provide appropriate grade level mentors to new teachers. The mentors provide curriculum support as well as assistance with school culture, etc. We also have Professional Learning Communities for each grade level to assist with teaching techniques, using data, problem solving, and instructional procedures. The principal and assistant principal meet with the new staff members monthly throughout the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

South Ocala Elementary assures that all teachers are following the district curriculum maps, district testing guidelines, and use district approved materials. Classroom walk-throughs are done frequently to assure fidelity. Teachers receive regular trainings to assure that they understand the Florida Standards and that the core instructional programs are indeed aligned with the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

South Ocala Elementary requires weekly Professional Learning Community (PLC) meetings. At these meetings, teachers review data and determine instructional plans based on classroom data. After data review, teachers plan activities that meet the needs of every student. This is done through differentiated instruction. Differentiated instruction usually occurs during small group activities, often during center time. For example, advanced level students might be working on a research project. Struggling students may participate in activities that specifically address their deficiencies.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

South Ocala Elementary offers an "off-site" tutoring program at Howard Academy. All students who fall into the bottom quartile (lowest 25%) in grades 3-5 are invited. The program is three days a week for 28 weeks. (October - April / FCAT) The students work on grade-specific standards, homework, and Successmaker.

Strategy Rationale

Struggling students require additional strategies to assure academic success. After school tutoring provides additional instructional time, small group instruction, and individualized help.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coy, Lisa, lisa.coy@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Successmaker reports as well as anecdotal teacher records. The teachers who tutor at Howard Academy meet weekly with the classroom teachers to review data and adjust teaching strategies as needed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

Florida's Voluntary PreK, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

A Title I Four Year Old Preschool Program is currently in place at the school. The VPK assessments are administered to identify students with low readiness rates, to inform instruction, and to evaluate

success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase.

Strategic Goals Detail

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

G1. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase. 1a

Targets Supported

1b

G036097

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	75.0

Resources Available to Support the Goal 2

- Teachers
- Paraprofessionals
- Academic Coach
- Math Coach
- District Reading Coach
- New Intervention Programs
-

Targeted Barriers to Achieving the Goal 3

- Time
- Students tardy / absent

Plan to Monitor Progress Toward G1. 8

The Principal and Assistant Principal will review all data collected. If the data is positive, the current strategy will be continued. If the data is poor, new strategies will be determined and implemented as soon as possible.

Person Responsible

Lisa Coy

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Data books will be filled with critical information from district LEarning Checks, classroom assessments, AIMSweb data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase. **1**

 **G036097**

G1.B1 Time **2**

 **B086410**

G1.B1.S1 Grade levels will have a designated time to implement Triple iii. During this time, all teachers and available resource people will run an intervention group or an enrichment group. **4**

 **S097121**

Strategy Rationale

This strategy assures that every student receives and appropriate intervention or enrichment activity based on their individual needs. (This is the definition of differentiated instruction.)

Action Step 1 **5**

SOE will offer Triple iii groups to all students on campus. The Triple iii groups will be determined based on individual student needs. (The individual needs are determined using district/state testing data and AIMSweb data.) Students will receive enrichment or interventions.

Person Responsible

Lisa Coy

Schedule

Daily, from 9/22/2014 to 5/29/2015

Evidence of Completion

Walk-throughs, AP will check intervention fidelity forms, Data reviews

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

The Assistant Principal will monitor the interventions/enrichment activities. Resource people will be sent to classrooms to model intervention/enrichment activities as needed. (Resource people include the district Reading Coach, Academic Coach, and the Math Coach.)

Person Responsible

Leann Gibson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Monitor fidelity forms for each intervention/enrichment activity and do classroom observations.

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

Data will be collected from the Learning Checks given by the district and classroom assessments. Data will also be collected from the AIMSweb testing. (Three benchmarks through the year and progress monitoring weekly.) Successful implementation will produce proficiency. (80% or higher) Poor data will require additional instructional strategies and interventions.

Person Responsible

Leann Gibson


Schedule

Weekly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Data books

G1.B2 Students tardy / absent 2

 B112075

G1.B2.S1 South Ocala Elementary will implement STEM Club Days. Club Days occur every Early Release day. (Eight times per year.) The clubs consist of STEM related activities. Students get to choose four clubs to attend over the course of a year. The main requirements to attend Club Days are attendance and behavior. If students have been absent or tardy too many times, they will not be able to attend clubs. Instead, students will attend remediation sessions to complete missed assignments. 4

 S124236

Strategy Rationale

STEM Clubs days are designed to promote student engagement and student attendance . If students have a desire to attend clubs, then they will try to be at school and engaged. (Reducing tardies and absences.)

Action Step 1 5

Teachers and paraprofessionals decide on a club activity to implement.

Person Responsible

Victoria Hunt

Schedule

On 8/29/2014

Evidence of Completion

Hunt will collect all information and share with administration.

Action Step 2 5

Students choose four clubs to attend during the school year.

Person Responsible

Victoria Hunt

Schedule

On 9/5/2014

Evidence of Completion

Hunt collects and organizes all the information into a spread sheet. Share with administration.

Action Step 3 5

Students attend two clubs every early release day.

Person Responsible

Lisa Coy

Schedule

Monthly, from 9/10/2014 to 5/6/2015

Evidence of Completion

Club attendance

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

STEM CLub activities will be monitored through walk through observations and collection of culminating activities.

Person Responsible

Lisa Coy

Schedule

Monthly, from 9/3/2014 to 5/6/2015

Evidence of Completion

STEM Club final projects

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

Administration will monitor attendance to assure that STEM CLub days are positively effecting attendance rates at SOE.

Person Responsible

Lisa Coy

Schedule

Monthly, from 9/3/2014 to 5/6/2015

Evidence of Completion

Attendance reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	SOE will offer Triple iii groups to all students on campus. The Triple iii groups will be determined based on individual student needs. (The individual needs are determined using district/ state testing data and AIMSweb data.) Students will receive enrichment or interventions.	Coy, Lisa	9/22/2014	Walk-throughs, AP will check intervention fidelity forms, Data reviews	5/29/2015 daily
G1.B2.S1.A1	Teachers and paraprofessionals decide on a club activity to implement.	Hunt, Victoria	8/22/2014	Hunt will collect all information and share with administration.	8/29/2014 one-time
G1.B2.S1.A2	Students choose four clubs to attend during the school year.	Hunt, Victoria	8/29/2014	Hunt collects and organizes all the information into a spread sheet. Share with administration.	9/5/2014 one-time
G1.B2.S1.A3	Students attend two clubs every early release day.	Coy, Lisa	9/10/2014	Club attendance	5/6/2015 monthly
G1.MA1	The Principal and Assistant Principal will review all data collected. If the data is positive, the current strategy will be continued. If the data is poor, new strategies will be determined and implemented as soon as possible.	Coy, Lisa	9/22/2014	Data books will be filled with critical information from district LEarning Checks, classroom assessments, AIMSweb data.	5/29/2015 weekly
G1.B1.S1.MA1	Data will be collected from the Learning Checks given by the district and classroom assessments. Data will also be collected from the AIMSweb testing. (Three benchmarks through the year and progress monitoring weekly.) Successful implementation will produce proficiency. (80% or higher) Poor data will require additional instructional strategies and interventions.	Gibson, Leann	9/22/2014	Data books	5/29/2015 weekly
G1.B1.S1.MA1	The Assistant Principal will monitor the interventions/enrichment activities. Resource people will be sent to classrooms to model intervention/ enrichment activities as needed. (Resource people include the district Reading Coach, Academic Coach, and the Math Coach.)	Gibson, Leann	9/22/2014	Monitor fidelity forms for each intervention/enrichment activity and do classroom observations.	5/29/2015 biweekly
G1.B2.S1.MA1	Administration will monitor attendance to assure that STEM CLub days are positively effecting attendance rates at SOE.	Coy, Lisa	9/3/2014	Attendance reports	5/6/2015 monthly
G1.B2.S1.MA1	STEM CLub activities will be monitored through walk through observations and collection of culminating activities.	Coy, Lisa	9/3/2014	STEM Club final projects	5/6/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase.

G1.B1 Time

G1.B1.S1 Grade levels will have a designated time to implement Triple iii. During this time, all teachers and available resource people will run an intervention group or an enrichment group.

PD Opportunity 1

SOE will offer Triple iii groups to all students on campus. The Triple iii groups will be determined based on individual student needs. (The individual needs are determined using district/state testing data and AIMSweb data.) Students will receive enrichment or interventions.

Facilitator

District Reading Coach

Participants

Teachers and paraprofessionals

Schedule

Daily, from 9/22/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0