

Marion County Public Schools

Ocala Springs Elementary School



2015-16 School Improvement Plan

Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

At Ocala Springs, our mission is to provide a strong academic foundation in a safe elementary school. We will strive every day to develop students who will contribute to our community. Staff members will take advantage of professional development to implement high effect-size instructional strategies in the classroom. We will collaborate with each other, our parents and the community to support our students' needs and help them to be successful not just for today, but tomorrow.

Provide the school's vision statement

At Ocala Springs, our vision is to develop "productive citizens of tomorrow." We will continue to provide a strong foundation as a "spring board" for our students to be successful in middle & high school, and on to a higher education; in their personal daily lives, and in society.

School Environment

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

During the school day there are many opportunities for staff members and students to interact with one another. They communicate through casual conversations, instructional conversations which incorporate sharing information and receiving information through staff/student questions and staff/student responses. This ongoing communications helps students and staff to build relationships.

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

Ocala Springs creates a safe and respectful atmosphere before, during, and after school by setting and understanding expectations. By combining district, school, classroom, and locations expectations the staff work together to promote a positive learning environment. Parents receive guidelines and procedures from the district, school and faculty every year. Students are able to approach staff members whenever they have questions and/or concerns. They know their voices are heard.

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

Ocala Springs follows the school-wide Positive Behavior Support system (PBS) which will allow students/staff to utilize a unique problem-solving process to monitor behavior and promote student success within the academic setting. Students are expected to learn and follow the school-wide expectations known as the 4 R's: Be Responsible, Show Respect, Be Ready, and Always Do What's Right. These expectations also align with the procedures of the classrooms, special areas, and cafeteria. If students follow the 4 R's they are guaranteed to have a successful day. When students model negative behaviors consequences are implemented through progressive discipline and parent involvement.

The Dean of Students facilitates this program for the school. He has received training along with others to successfully implement PBS. He supports the staff by sharing expectations and assisting them as needed. All staff members have access to resources and support when working through the

procedures with students. The leadership team, which consists of the administration, dean, and guidance counselor, make sure the system is fairly and consistently enforced.

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

Ocala Springs has a "Synergy Team." The Synergy Team is our school-based problem solving group made up of the leadership team (administration, dean, guidance counselor, literacy coach, etc.), school psychologists, behavior specialist, and teachers who meet weekly to provide assistance to students who are having academic or behavioral difficulties in school. The team is responsible for implementing a problem-solving approach to identify and intervene in response to students' needs for education by using data (grades, discipline referrals, attendance, etc.), and/or anecdotal notes.

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

Our early warning system is generated by reports provided by the Baseball Card in Performance Matters. Reports are run to monitor student progress and areas that are of concern. The information is reviewed during leadership meetings and Synergy meetings. The report includes the following information:

- Attendance below 90 percent (All absences are counted.)
- One or more suspensions (Out of School or In School Suspension)
- Failure in English Language Arts or mathematics

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
	K	1	2	3	4	5	
Attendance below 90 percent	10	20	23	26	10	8	97
One or more suspensions	0	5	5	5	5	4	24
Course failure in ELA or Math	10	21	35	39	6	15	126
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	1	2	3	
Students exhibiting two or more indicators	20	23	35	78

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

This year Ocala Springs has implemented the Acceleration program school wide to help improve student performance on district and state assessments. The program addresses intervention and enrichment for reading. All students are screened to determine the area of need. Math is addressed through small group instruction and individualized practice through computer programs (IXL,

SuccessMaker, and Think Central). Tutoring will also be available after school students who were determined non-proficient on the math portion of the FCAT. Multi-Tiered System of Support (MTSS) is also used for students who have been targeted for Tier 2 and Tier 3 to help them improve their academic performance.

Attendance is monitored by the classroom teacher, the guidance department, and the Synergy team. Child Study Team meetings are scheduled to address attendance concerns with the parent. Plans are developed to help improve attendance and tardy concerns. There also a policy in place for students who are excessively tardy.

Student behavior is addressed through the rules and procedures based on our school wide discipline program with the Positive Behavior Support system (PBS) and the district student code of conduct. Multi-Tiered System of Support (MTSS) is also used for students who have been targeted for Tier 2 and Tier 3 to help them improve their behavior.

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/53895>.

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

Ocala Springs has a PTO membership and school volunteer program that work with the administration. Through these programs we are able to work with the community to secure resources to support our school and student achievement.

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:

Name	Title
Crawford, Traci	Principal
Adams, Veva	Assistant Principal
Alderman, Amy	Instructional Coach
Jackson, Sandra	Guidance Counselor
Edmonson, Kenneth	Dean

Duties

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

The Student Assistance Team (SAT) is the school based MTSS leadership team at Ocala Springs Elementary.

The core SAT members may include:

1. Guidance Counselor: provides expertise with MTSS procedures, students counseling, facilitating Student

Assistance Team (SAT) meetings

2. School Principal/Assistant Principal: provides expertise in curriculum information and student progression plan

3. Regular Education/Inclusion Teacher: provides instruction with accommodations and modifications needed

according to the students' academic levels, IEP/504/ELL needs, and state standards

4. School Psychologist - provides with MTSS procedures and child psychology and behavior strategies

5. School Social Worker - provides assistance expertise in monitoring attendance, and the health and welfare of students who are at risk

6. Profession Development Specialist provides expertise and assistance in the areas of ELA, coaching and/or mentoring identified staff, providing professional developments, and/or assisting students

Auxiliary team members may include:

1. Peer Counselor/Dean - assists with behavior concerns and Positive Behavior Support

2. Behavior Specialist - assists with students who have behavior management concerns

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

Members of both committees meet to collaborate, develop and review the School Improvement Plan throughout the entire process. The plan is presented to the School Advisory Council for review and revisions. After submitting the plan to Title I, revisions are further made based on recommendations from a district team after another review. The School Improvement Plan is implemented and monitored by the school based leadership team, the MTSS team and assigned faculty members. Each goal and objective is aligned to the budget and to student performance results on the FCAT assessment. Specific, appropriate interventions are in place based on the SIP to all students who are in need of remediation and students who are achieving so they receive enrichment.

Title I Part A – The Ocala Springs Elementary Title I program focuses on providing resources to support student learning. These resources include educational technology resources, student supplies, non-instructional paraprofessionals who work with students on remediation and intervention strategies, and funding for parent nights.

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 - N/A

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 to 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.

Our district supports Red Ribbon Week which focuses on the prevention of violence at and away from school, prevents the illegal use of alcohol, drugs, & tobacco, and fosters a safe, drug free environment that supports students.

Our school lunch program focuses on good nutrition by providing fresh fruits and vegetables to our students every day. The teachers also provide instruction on nutrition through health and fitness activities.

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 to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: N/A

Voluntary Pre-Kindergarten Program: Our parents have the opportunity to enroll their students in state funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Danielle Borth	Business/Community
Nancy Gallery	Business/Community
Traci Crawford	Principal
Jonathan Lampley	Parent
Laura Merritt	Teacher
Cindy Winterbauer	Parent
Kenneth Edmondson	Education Support Employee

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

During the initial SAC meetings the school improvement plan will be reviewed and feedback will be recorded.

Development of this school improvement plan

Throughout the year SAC meets to address the needs of the school and focus on the SIP.

Preparation of the school's annual budget and plan

The budget is provided during the fourth quarter. The funding is allocated to specific functions and objects based on needs. Once the budget is balanced it is reviewed by SAC and approved.

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

The school improvement funds provided after school tutoring for targeted 3-5 grade students in the area of reading. The program included two teachers, two instructional paraprofessionals, and resources.

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

No

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

Parents are given the opportunity to join SAC by through the school newsletter and personal invitations when the topic comes up in conversations during a school visit.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Crawford, Traci	Principal
Adams, Veva	Assistant Principal
Alderman, Amy	Instructional Coach
Hughes, Dianne	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide the faculty and staff with effective professional development and ongoing support in understanding the Wonders reading series, unwrapping the Florida Standards to implement high effect-size instructional strategies and integrate reading throughout all content areas within the curriculum. There will be opportunities for professional development and collaborative planning for instructional personnel with LLT support.

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

The administration will provide the necessary time and support for instructional staff to participate in professional development and collaborative planning. Documentation will be required for each of these activities. This will allow the administration to see the needs and help find solutions for supporting them in their endeavor to understand the Florida Standards and implement high effect-size instruction.

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

The principal is responsible for recruiting highly qualified teachers. Interviews are conducted with candidates. References are checked to determine indicators for highly effective teachers. Once a teacher is hired he/she will be assigned a mentor teacher to provide support on learning school information and procedures.

Throughout the year teachers will be provided professional development opportunities (on-site/district) to maintain up-to-date teaching strategies and knowledge of current state standards for curriculum. The administration will also observe several times throughout the year and provide feedback to the new teacher(s). Assistance will be provided as needed.

Grade level and faculty meetings will also serve to help the teachers be aware of important information about the school, grade level, and district programs, procedures, and policies. The responsibility of implementing these strategies will be provided by the administration, selected faculty members, and/or district personnel.

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

New teachers will be paired with a mentor teacher in the same grade level/department. Throughout the year they will participate in weekly meetings and classroom observations/coaching when needed. Professional development opportunities will be available on site and at the district level throughout the year. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified, and/or district personnel.

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

The district has developed curriculum maps that are based on the Florida Standards. Those maps are posted to CPALMS which is the online toolbox of information, resources, and interactive tools that help our teachers effectively implement teaching standards. The teachers have been trained and are being supported by our CPALMS Champions (lead teacher experts). The administration monitors throughout the day for visibility and to make sure instruction is aligned to Florida's 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

The following programs and/or resources provide data on student performance: FAIR/FLKRS (Kdg.); AIMSweb math & reading (K-5); Wonders Reading series (K-5); GoMath! series (K-5); National Geographic Science series (K-5); the curriculum map resources for all subject areas (K-5); district science FCA/DBMA (3-5); teacher made assessments; and the acceleration program (Reading Mastery(K-2), Early Intervention Reading(1-3), Corrective Reading (3-5), and REWARDS(4-5). We use the data generated from these diagnostic screening tools and/or assessments to identify student academic needs.

Once the needs are identified the teachers and instructional paraprofessionals provide differentiated instruction in various ways. Students receive differentiated instruction during centers/stations working in small groups or one on one with an instructor. The computer stations and computer lab access provide skill based programs that are "custom fit" to the students' academic needs. Targeted students are grouped and provided specific interventions in reading during our acceleration block. Teachers recommend students for after-school tutoring during the second and third quarter of school. Students who receive ESE services have specific support. Strategies are chosen through the collaboration of the homeroom teacher and the support facilitation teacher.

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: 0

Students are provided after-school tutoring two hours per week in reading strategies.

Strategy Rationale

The additional support will help them to improve their performance in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crawford, Traci, traci.crawford@marion.k12.fl.us

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

The program has a monitoring piece that will allow the after-school instructor to track the students' performance. There will also be opportunities for follow-up with the teachers who provide instruction for ELA.

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

Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the participating schools thus helping them transition to Kindergarten. In addition, information is provided to the parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program. This year Ocala Springs has one VPK unit.

MCPS provide an Exception Student Education Pre-K Program at Ocala Springs Elementary for eligible 3 thru 5 year olds. The students are fully integrated into our school which helps them successfully transition into Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students. Our parents had the option of choosing one of ten sites to enroll their students in the VPK program.

FLKRS is administered to kindergarteners within the first 30 days to evaluate the effectiveness of the Pre-K programs.

Kindergarten registration kicked off in April continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a Blackboard Connect message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

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.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 the faculty and staff receive effective professional development (Florida Standards, reading, mathematics, RWA, and IXL ELA and math, etc.) with ongoing support, 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 the faculty and staff receive effective professional development (Florida Standards, reading, mathematics, RWA, and IXL ELA and math, etc.) with ongoing support, then student achievement will increase. **1a**

 G072550

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Math Lowest 25% Gains	55.0

Resources Available to Support the Goal **2**

- Professional Development Specialist (PDS) for ELA
- Core Curriculum: Wonders reading , Go Math!, National Geographic
- Title I assistance - personnel, professional development
- Funding: school budget, SIP, Title I
- Reading Intervention Programs (K-5): Corrective Reading, Reading Mastery, REWARDS, EIR

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of formal professional development structure

Plan to Monitor Progress Toward G1. **8**

The principal will meet with the leadership team to review classroom instruction as affected by the implementation of the PLC and collaborative planning participation.

Person Responsible

Traci Crawford

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Walk-through observations, Truenorthlogic observations/evaluations (anecdotal notes/ratings), and student interaction (conversation, Q/A, and work samples).

Plan to Monitor Progress Toward G1. **8**

The administration and instructional staff will review student results from the Florida Standards Assessment and district local end of course exams.

Person Responsible

Traci Crawford

Schedule

Annually, from 6/10/2016 to 6/30/2016

Evidence of Completion

The data will be analyzed by the state, district and school administration to see if goals were met.

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 the faculty and staff receive effective professional development (Florida Standards, reading, mathematics, RWA, and IXL ELA and math, etc.) with ongoing support, then student achievement will increase. **1**

 G072550

G1.B2 Lack of understanding of formal professional development structure **2**

 B189232

G1.B2.S1 The administration will share expectations for professional development needs (PLC and collaborative planning). **4**

 S200613

Strategy Rationale

If we set and share our expectations (site/district) for PLC and collaborative planning, then the teachers will be able to apply what they have learned to improve student achievement.

Action Step 1 **5**

The leadership team will meet to discuss PLC and collaborative planning implementation.

Person Responsible

Traci Crawford

Schedule

On 5/27/2016

Evidence of Completion

Notes from the meeting will be available.

Action Step 2 5

The leadership team will develop the protocols and expectations for PLC and collaborative planning.

Person Responsible

Traci Crawford

Schedule

On 5/27/2016

Evidence of Completion

The PLC and collaborative planning information will be added to the school calendar.

Action Step 3 5

The PLC and collaborative planning meetings will begin.

Person Responsible

Traci Crawford

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

Notes and calendar information will be available.

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

Follow-up to insure that all materials and location are set for meetings

Person Responsible

Veva Adams

Schedule

Weekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

emails and notes from weekly leadership meeting

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

Follow-up to insure that the meetings are attended

Person Responsible

Veva Adams

Schedule

On 5/27/2016

Evidence of Completion

emails and notes from the PLC and collaborative planning for each grade level

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

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford

Schedule

Daily, from 10/1/2015 to 5/27/2016

Evidence of Completion

The administration will have informal conversations with instructional staff and enter anecdotal notes into the Truenorthlogic evaluation system.

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

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford


Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

The administration will have informal conversations with instructional staff and enter anecdotal notes and/or ratings into the Truenorthlogic evaluation system.

G1.B2.S2 The administration will provide training, coaching, and follow-up in formal professional development settings. **4**

 S200614

Strategy Rationale

If the instructional staff receives ongoing support and feedback for PLC and collaborative planning, then they should be successful.

Action Step 1 **5**

The administration will implement weekly professional development opportunity for instructional staff members. There will be ongoing support from the leadership team.

Person Responsible

Veva Adams

Schedule

Weekly, from 10/2/2015 to 5/20/2016

Evidence of Completion

agenda from the meeting

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

The principal will address weekly plans for PLC and collaborative planning opportunities during the weekly leadership meetings.

Person Responsible

Traci Crawford

Schedule

Weekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

weekly agenda with notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford

Schedule

Daily, from 10/1/2015 to 5/27/2016

Evidence of Completion

The administration will have informal conversations with instructional staff and enter anecdotal notes into the Truenorthlogic evaluation system.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The administration will see evidence of high effect-size strategies being implemented during walk-throughs.

Person Responsible

Traci Crawford


Schedule

Quarterly, from 9/4/2015 to 5/27/2016

Evidence of Completion

The administration will have formal conversations with instructional staff and enter anecdotal notes and/or ratings into the Truenorthlogic evaluation system.

G1.B2.S3 The administration will provide time, space, and resources for the instructional staff to participate in weekly PLC and collaborative planning opportunities. 4

 S200615

Strategy Rationale

If there is adequate time set aside, then the instructional staff should be able to successfully participate in PLC and collaborative planning every week.

Action Step 1 5

The principal will review the master schedule to select dates (day and time) for professional development opportunities.

Person Responsible

Traci Crawford

Schedule

On 8/14/2015

Evidence of Completion

copy of the master schedule and anecdotal notes from meeting

Action Step 2 5

The principal will work together with the leadership team to use the allocated Title I funds to support student achievement.

Person Responsible

Traci Crawford

Schedule

Daily, from 7/1/2015 to 5/31/2016

Evidence of Completion

The Title I allocation will be budgeted and encumbered throughout the school year.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The assistant principal will follow-up with the principal on scheduling PLC opportunities.

Person Responsible

Veva Adams

Schedule

On 9/4/2015

Evidence of Completion

email and notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

The administration will see evidence of weekly PLC meetings.

Person Responsible

Traci Crawford

Schedule

Weekly, from 10/6/2015 to 5/24/2016

Evidence of Completion

PLC and collaborative planning templates and/or notes

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.B2.S1.A1	The leadership team will meet to discuss PLC and collaborative planning implementation.	Crawford, Traci	7/28/2015	Notes from the meeting will be available.	5/27/2016 one-time
G1.B2.S2.A1	The administration will implement weekly professional development opportunity for instructional staff members. There will be ongoing support from the leadership team.	Adams, Veva	10/2/2015	agenda from the meeting	5/20/2016 weekly
G1.B2.S3.A1	The principal will review the master schedule to select dates (day and time) for professional development opportunities.	Crawford, Traci	8/3/2015	copy of the master schedule and anecdotal notes from meeting	8/14/2015 one-time
G1.B2.S1.A2	The leadership team will develop the protocols and expectations for PLC and collaborative planning.	Crawford, Traci	9/4/2015	The PLC and collaborative planning information will be added to the school calendar.	5/27/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A2	The principal will work together with the leadership team to use the allocated Title I funds to support student achievement.	Crawford, Traci	7/1/2015	The Title I allocation will be budgeted and encumbered throughout the school year.	5/31/2016 daily
G1.B2.S1.A3	The PLC and collaborative planning meetings will begin.	Crawford, Traci	9/8/2015	Notes and calendar information will be available.	5/24/2016 weekly
G1.MA1	The principal will meet with the leadership team to review classroom instruction as affected by the implementation of the PLC and collaborative planning participation.	Crawford, Traci	10/1/2015	Walk-through observations, Truenorthlogic observations/evaluations (anecdotal notes/ratings), and student interaction (conversation, Q/A, and work samples).	5/27/2016 monthly
G1.MA2	The administration and instructional staff will review student results from the Florida Standards Assessment and district local end of course exams.	Crawford, Traci	6/10/2016	The data will be analyzed by the state, district and school administration to see if goals were met.	6/30/2016 annually
G1.B2.S1.MA1	The administration will see evidence of high effect-size strategies being implemented during walk-throughs.	Crawford, Traci	10/1/2015	The administration will have informal conversations with instructional staff and enter anecdotal notes into the Truenorthlogic evaluation system.	5/27/2016 daily
G1.B2.S1.MA3	The administration will see evidence of high effect-size strategies being implemented during walk-throughs.	Crawford, Traci	10/1/2015	The administration will have informal conversations with instructional staff and enter anecdotal notes and/or ratings into the Truenorthlogic evaluation system.	5/27/2016 quarterly
G1.B2.S1.MA1	Follow-up to insure that all materials and location are set for meetings	Adams, Veva	9/4/2015	emails and notes from weekly leadership meeting	5/27/2016 weekly
G1.B2.S1.MA2	Follow-up to insure that the meetings are attended	Adams, Veva	9/4/2015	emails and notes from the PLC and collaborative planning for each grade level	5/27/2016 one-time
G1.B2.S2.MA1	The administration will see evidence of high effect-size strategies being implemented during walk-throughs.	Crawford, Traci	10/1/2015	The administration will have informal conversations with instructional staff and enter anecdotal notes into the Truenorthlogic evaluation system.	5/27/2016 daily
G1.B2.S2.MA3	The administration will see evidence of high effect-size strategies being implemented during walk-throughs.	Crawford, Traci	9/4/2015	The administration will have formal conversations with instructional staff and enter anecdotal notes and/or ratings into the Truenorthlogic evaluation system.	5/27/2016 quarterly
G1.B2.S2.MA1	The principal will address weekly plans for PLC and collaborative planning opportunities during the weekly leadership meetings.	Crawford, Traci	9/4/2015	weekly agenda with notes	5/27/2016 weekly
G1.B2.S3.MA1	The administration will see evidence of weekly PLC meetings.	Crawford, Traci	10/6/2015	PLC and collaborative planning templates and/or notes	5/24/2016 weekly
G1.B2.S3.MA1	The assistant principal will follow-up with the principal on scheduling PLC opportunities.	Adams, Veva	9/4/2015	email and notes	9/4/2015 one-time

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 the faculty and staff receive effective professional development (Florida Standards, reading, mathematics, RWA, and IXL ELA and math, etc.) with ongoing support, then student achievement will increase.

G1.B2 Lack of understanding of formal professional development structure

G1.B2.S2 The administration will provide training, coaching, and follow-up in formal professional development settings.

PD Opportunity 1

The administration will implement weekly professional development opportunity for instructional staff members. There will be ongoing support from the leadership team.

Facilitator

administration and instructional staff

Participants

instructional staff

Schedule

Weekly, from 10/2/2015 to 5/20/2016

G1.B2.S3 The administration will provide time, space, and resources for the instructional staff to participate in weekly PLC and collaborative planning opportunities.

PD Opportunity 1

The principal will work together with the leadership team to use the allocated Title I funds to support student achievement.

Facilitator

Leadership Team

Participants

Ocala Springs Faculty and Staff

Schedule

Daily, from 7/1/2015 to 5/31/2016

Technical Assistance Items

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

G1. If the faculty and staff receive effective professional development (Florida Standards, reading, mathematics, RWA, and IXL ELA and math, etc.) with ongoing support, then student achievement will increase.

G1.B2 Lack of understanding of formal professional development structure

G1.B2.S1 The administration will share expectations for professional development needs (PLC and collaborative planning).

PD Opportunity 1

The leadership team will meet to discuss PLC and collaborative planning implementation.

Facilitator

T. Crawford & V. Adams

Participants

principal & assistant principal

Schedule

On 5/27/2016

G1.B2.S3 The administration will provide time, space, and resources for the instructional staff to participate in weekly PLC and collaborative planning opportunities.

PD Opportunity 1

The principal will review the master schedule to select dates (day and time) for professional development opportunities.

Facilitator

principal and assistant principal

Participants

leadership team

Schedule

On 8/14/2015

Budget

Budget Data

1	G1.B2.S1.A1	The leadership team will meet to discuss PLC and collaborative planning implementation.				\$0.00
2	G1.B2.S1.A2	The leadership team will develop the protocols and expectations for PLC and collaborative planning.				\$0.00
3	G1.B2.S1.A3	The PLC and collaborative planning meetings will begin.				\$0.00
4	G1.B2.S2.A1	The administration will implement weekly professional development opportunity for instructional staff members. There will be ongoing support from the leadership team.				\$0.00
5	G1.B2.S3.A1	The principal will review the master schedule to select dates (day and time) for professional development opportunities.				\$0.00
6	G1.B2.S3.A2	The principal will work together with the leadership team to use the allocated Title I funds to support student achievement.				\$171,622.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	150-Aides	0541 - Ocala Springs Elementary School	Title I Part A		\$100,347.00
			Notes: 4 Paras 99,472 3 Paras 875			
	5100	140-Substitute Teachers	0541 - Ocala Springs Elementary School	Title I Part A		\$6,763.00
			Notes: Instructional Substitutes 5,036 Conference Substitutes 1,727			
	5900	120-Classroom Teachers	0541 - Ocala Springs Elementary School	Title I Part A		\$6,834.00
			Notes: After School Tutoring 6,834			
	6150	510-Supplies	0541 - Ocala Springs Elementary School	Title I Part A		\$4,332.00
			Notes: Resources 4,332			
	6150	590-Other Materials and Supplies	0541 - Ocala Springs Elementary School	Title I Part A		\$1,000.00
			Notes: Compacts & Planners			
	5100	360-Rentals	0541 - Ocala Springs Elementary School	Title I Part A		\$3,937.00
			Notes: IXL License			
	6300	130-Other Certified Instructional Personnel	0541 - Ocala Springs Elementary School	Title I Part A		\$2,359.00
			Notes: Leadership Planning 2,359			
	6150	130-Other Certified Instructional Personnel	0541 - Ocala Springs Elementary School	Title I Part A		\$315.00
			Notes: FSA Night FBBM/FBBR			
	5100	510-Supplies	0541 - Ocala Springs Elementary School	Title I Part A		\$5,654.00

Budget Data						
			<i>Notes: Miscellaneous 5,532 TIGER 122</i>			
	5100	590-Other Materials and Supplies	0541 - Ocala Springs Elementary School	Title I Part A		\$9,660.00
			<i>Notes: Projector Bulbs iPads Items Literacy Science/Math</i>			
	5100	643-Computer Hardware Capitalized	0541 - Ocala Springs Elementary School	Title I Part A		\$13,110.00
	5100	644-Computer Hardware Non-Capitalized	0541 - Ocala Springs Elementary School	Title I Part A		\$17,311.00
Total:						\$171,622.00