

Marion Oaks Elementary School



2016-17 Schoolwide Improvement Plan

Marion Oaks Elementary School

280 MARION OAKS TRL, Ocala, FL 34473

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**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 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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Marion Oaks Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Marion Oaks Elementary School, our mission is to provide the highest quality education in a secure, positive, and challenging environment for all students fostered by rigor and a cooperative effort between school and community. We aim for an atmosphere of cooperation with respect for individual differences and community values.

b. Provide the school's vision statement.

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

2. School Environment

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

Marion Oaks (MOES) will place an emphasis on learning student cultures by first building class rosters that are across gender and races. Administrators will likewise encourage professional development for teachers in the areas of creating and maintaining academic rigor and differentiated Instruction for diverse learners. Creating a platform for relationship building by providing activities such as movie nights, parent nights, field trips, and student award ceremonies will positively affect the student culture. MOES is considered to be an outlying school in conjunction with the downtown Ocala area. Because of this, most employees live in the community within a few miles of the school. This allows for staff, parents, and students to build a relationship and learn about each other's cultures.

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

Our school uses a common language for our 3 school rules: Do What's Right, Do Your Best, and Treat Others the Way You Want to be Treated. With every teacher and staff member using this language in a positive way, students can be reminded of the school rules and how their activities may or may not fit within them. Every morning, our school begins our day with a morning show, where "MOEs Big Three 3" are stated on the morning show. Additionally, our administrative team is very active and involved with our student population, and will talk with students as a point of escalation if a student is not exhibiting safe or respectful behavior, based upon teacher referral. As students are moving throughout campus, teachers provide positive reminders of provide positive reminders of MOES Big Three.

c. 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.

MOEs has an infused behavioral expectation and a response system in place. The system is designed around the Positive Behavior Support format defining the school-wide expectations of Do What's Right, Do Your Best and Treat Others the Way You Want To Be Treated. These core expectations are applied in the classroom as defined by the teacher. In addition to PBS infused throughout the school day, teachers utilize a behavior tracking form for classroom managed behaviors. The tracking form is analytical in nature identifying any patterns of students behaviors. The tracking form provides teachers and parents an opportunity to assist the student with correcting their behavior.

d. 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.

MOE's Leadership team meets weekly and Synergy Team meets quarterly and discusses the following:

- student barriers to academic and social success;
- Check-in/Check-out, with students in need of positive interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need.

3. Early Warning Systems

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

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

The following data is pulled from Unify:

- Attendance
- Suspensions
- Course Failure
- Level 1 score on statewide assessments
- Retentions
- Behavior
- GPA
- Mobility

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	27	10	25	19	12	0	0	0	0	0	0	0	112
One or more suspensions	3	2	3	3	1	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	11	17	16	22	6	16	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	11	9	12	18	22	38	0	0	0	0	0	0	0	110

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	7	7	12	12	14	0	0	0	0	0	0	0	61

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

The purpose of the core Synergy Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The responsibilities of the weekly Leadership team includes:

- ◆ Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- ? Create, manage and update the school resource map
- ? Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- ? Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- ◆ Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- ◆ Organize and support systematic data collection (e.g., district and state assessments; during-the grading period school assessments/checks for understanding; in-school surveys)
- ◆ Strengthen the Tier 1 (core curriculum) instruction through the:
 - ◆ Implementation and support of PLCs
 - ◆ Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Synergy Team)
 - ◆ Use of District wide (data will be collected and analyzed by PLCs and reported to the Leadership/Synergy Team)
 - ◆ Implementation of research-based scientifically validated instructional strategies and/or interventions.
 - ◆ Communication with major stakeholders (e.g., parents, business partners, etc.) regarding Student outcomes through data summaries and conferences.
 - ◆ Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

MOES has a School Advisory Counsel (SAC) which builds relationships with the community by asking for support to the school. There are two local businesses that host spirit nights to support the school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Robledo, Natalia	Principal
McNulty, Jason	Dean
Medina, Janice	School Counselor
Moore, Claire	Assistant Principal
Gates, Henrietta	School Counselor
Vostrejs, Mary	Instructional Coach
Trahan, Dustin	Instructional Coach
Leilich, Steven	Administrative Support

b. Duties

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

Members of the school leadership include the following staff: dean, Instructional coaches, assistant principal, principal, and guidance counselors. School based Leadership team will establish, communicate and build consensus among the staff, establish school policies, allocate school resources, and support, engage, and monitor ongoing collaborative data based problem solving. They will also utilize data to monitor, evaluate, and augment school policies, procedures and processes. Leadership will use Title 1 funds for professional development, to pay support paraprofessionals, develop school-home compacts, and parent involvement activities.

2. 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.

The synergy team meets quarterly throughout the year to discuss the progress of students in Tier 2 and Tier 3 process, as well as any Tier 1 instructional support needed. The leadership team

focuses weekly on the implementation of Tier 1 core curriculum. Student data collected in Unify, Aims Web will be utilized to make informed academic decisions for classroom instruction and student progress toward academic growth.

At the close of the school year, the PDS provides a reading screening for all students in order to provide students with the necessary intervention. Student data was also reviewed for interventions in math by the intervention teacher. Students were grouped in classes by reading needs, according to the screening, based on what intervention program would most benefit them (Corrective Reading B1, CRB2, Reading Mastery, etc.). The team aligned resources, both materials and personnel, to where the needs were. A schedule was created to ensure adequate personnel were available to the students. Every decision made spins around the reading and math interventions being provided.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Natalia Robledo	Principal
Heller, Sandra	Teacher
Laureen Bruner	Parent
Claire Moore	Student
Jacquie Miller	Business/Community
Jason McNulty	Education Support Employee
Jared Rothell	Parent
Maghan Tracey	Parent
Christine Smith	Parent
Richard Delgado	Business/Community
Tracy Winkler	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviewed last year's school improvement plan and offered suggestions for things to add and/or omit. Suggestions were used in determining key factors when completing the 8-step problem solving process for this year's plan.

b. Development of this school improvement plan

The SAC committee served to assist with the suggestions and approval of the current School Improvement Plan.

c. Preparation of the school's annual budget and plan

School Improvement budget was shared at the first SAC meeting for this year, September 2015. Ideas for use of funds were generated. Subsequent meetings will call for suggested expenditures and approval of such by the SAC committee.

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

School improvement funds were not allocated for the 2016-17 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams, Melisa	Teacher, K-12
Vostrejs, Mary	Instructional Coach
Trahan, Dustin	Instructional Coach
Gates, Henrietta	School Counselor
Wiley, Mirna	Teacher, K-12
Ford, Melissa	Teacher, K-12
Crow, Phyllis	Teacher, K-12
Rowley, Gloria	Instructional Media
Morgan, Kelsey	Teacher, PreK

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) promotes literacy by sharing teacher perspective, sharing ideas, and determining goals and needs of the school, as needed. Research-based strategies are shared and practiced, and then discussions and feedback is provided at meetings.

For the 2016 School Year, the LLT will:

1. Utilize the continuum of Literacy as a guide to identifying strategies for guided reading and word study.
2. Increase writing across content areas for all grade levels.
3. Collaborate to develop unit lesson plans that utilizes learning strategies that students can use independently to successfully comprehend and/or decode text.

Marion Oaks LLT will infuse the three initiatives within weekly collaborative planning sessions attended by grade level teachers, academic coach, Principal and Assistant Principal. The team will also promote and support literacy in a variety of ways: through literacy night, professional development for staff and parents, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

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

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

Positive working relationships are encouraged with teachers by providing them an opportunity to participate in weekly grade level collaboration meetings. The weekly collaboration meetings address the areas of unit planning, PD, and data chats as well as student academic needs and how students will be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through data discussion in our collaboration meetings.

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

1. Provide professional development to all teachers based upon individual, school, district, and state needs/requirements.
2. Provide mentors to new teachers
3. Provide Learning Team Meetings or PLC's by grade level weekly
4. Conduct classroom walkthroughs and observations
5. Provide modeling/co-teaching of best practices to individual teachers
6. Provide opportunities learning walks for teachers to view other teachers modeling lessons
7. Attend job fairs to recruit new teachers
8. Additional salary for being an extended learning school

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

Teachers who are new to MOES are placed on grade level teams that meet at least monthly to share important information and policies. Each grade level has a team leader, who have been chosen based on demonstrated skill proficiency, who can assist new teachers on the team. In addition, a veteran teacher is assigned as a mentor to a new, first year teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers use Marion County curriculum maps, along with the core instructional programs, which are aligned to Florida's standards. Teachers are trained on using the curriculum maps, core curriculum, and supplemental materials yearly, and follow-up training is provided by the instructional coaches. Academic coaches walk through the classrooms observing core instruction, and use a fidelity checklist to provide feedback for modeling and coaching conversations. Additionally, teachers meet in grade level collaboration meetings with the leadership team to unpack standards and determine effective strategies aligned to the Florida Standards. This collaboration allows teachers to plan and ensure alignment between Florida standards, instruction and assessment and have meaningful student data chats. These conversations and learning opportunities promote dialogue that can clarify misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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.

Marion Oaks Elementary follows the Florida Standards, and utilizes the curriculum that is adopted in our core content areas. We have provided our teachers with copies of the Florida standards, item specs, and district curriculum maps to assist them in planning. These maps are aligned to the standards, and include references to the standards. Grade level teams use the curriculum maps and other resources to plan their instruction. They utilize the core curriculum (district and state endorsed) "Wonders" and "Go Math" . The district provides ongoing training opportunities in the form of trainings, online courses, book studies, etc.

Additionally, MOES reviews data from multiple sources on a monthly basis (or more frequently when needed) to monitor the progress of students. Data indicates students' growth both in tier 1 instruction and in any and all interventions that students have been receiving. At the end of the 2015-16 school year, students were screened with a reading assessment to determine which intervention would be most appropriate for the 2016-17 school year. Teachers are differentiating instruction in their classrooms, especially during their centers time, where interventions are being provided. Intervention paraprofessionals, intervention teacher, ESE paraprofessionals, ESE support teachers, and select general teachers have been trained on interventions being used in the classrooms. Intervention groups are fluid, as data is reviewed, students can change groups or receive different interventions if needed.

2. 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: Extended School Day

Minutes added to school year: 10,800

While students in our district spend 6.25 hours per day at school, Marion Oaks Elementary students spend 7.25 hours per day at school. Each student in grades K-5 at MOES will receive 2 45 minute blocks of reading intervention beyond the 90-minute literacy block. Students will be divided among the teachers or support staff in each grade level, grouped according to need. Students will be assessed on all areas of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension. The data collected will be used to determine the programs used in each teacher's reading intervention block. Research based programs that may be used are: Corrective Reading, EIR, Voyager, Read Naturally, Reading Mastery, FastForward, Elements of Vocabulary, Rewards, WonderWorks, IReady, and others as needed. Students who are found to be highly proficient will be given enrichment opportunities through project-based learning activities.

Strategy Rationale

To increase reading proficiency for all students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moore, Claire, claire.moore@marion.k12.fl.us

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

Student data is collected through various types of assessments that are formal (Learning Checks, AIMSweb, chapter assessments, Unify data) and informal (teacher observations/conferences). Teachers then review student responses to determine the effectiveness of the strategy, the need for reteaching, and to plan for future lessons. Placement tests provided by the curriculum developers will be used to determine initial placement in the various programs. Screening, progress-monitoring, and daily formative assessments will be used throughout the year in reading. As data is analyzed, students will be placed according to need. The goal is for the number of students to be in the enrichment group to double by the end of the school year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

MOES currently houses three Voluntary Prekindergarten Programs for developmentally delayed students, as well as one Title One VPK program. Communication between kindergarten and Pre-K occurs regularly. Articulation meetings are held towards the end of the year. These meetings may consist of the student, parents, compliance specialist, school psychologist, principal, assistant principal, regular education teacher, ESE teacher, and/or guidance counselor.

Fifth grade students are invited to participate in a field trip to the middle school to become acquainted with the new school. The principal of the middle school usually provides a tour of the school, shares expectations, describes programs that are available, answers questions, and provides support to the students.

b. College and Career Readiness

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

The district of 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.

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

N/A

3. 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

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the 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.

C. Strategic Goals

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 a positive school-home collaboration is established and maintained, then student academic achievement will improve.
- G2.** If implementing strategic professional development and collaborative standards based unit planning, then student achievement will increase focusing on core academic areas ensuring rigorous academic instruction.

Strategic Goals Detail

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

G1. If a positive school-home collaboration is established and maintained, then student academic achievement will improve. 1a

G084457

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	50.0
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Limited participation in school-wide activities, parents have a limited understanding of the Florida Standards and the skills necessary to support student learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School events are planned and organized for parental involvement focusing on academic and social skills and expectations. Additionally, Marion Oaks has a parent liaison on staff to assist with any parent or community involvement as well as disbursing parent materials.

Plan to Monitor Progress Toward G1. 8

Increase parent involvement as evidence by sign in sheets, parent participation, parent feedback

Person Responsible

Claire Moore

Schedule

Semiannually, from 8/8/2016 to 5/25/2017

Evidence of Completion

Sign-in sheets, parent conferencing, SAC notes

G2. If implementing strategic professional development and collaborative standards based unit planning, then student achievement will increase focusing on core academic areas ensuring rigorous academic instruction. 1a

G084458

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Gains District Assessment	60.0
Effective+ Administrators	80.0
Effective+ Teachers (Performance Rating)	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of cognitive rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills across all subjects and the ability to explain and/or put thought processes into writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trained intervention paraprofessionals dedicated to assisting teachers and students with interventions in reading and math.
- Teachers and instructional support staff have been trained on interventions, and are providing these interventions to students on a daily basis.
- Academic coaches provide monthly PD focusing on Tier 1 instruction to increase proficiency in core instruction.
- Weekly collaboration grade level planning opportunities with the academic coaches, assistant principal and principal
- Significant time available for all students to receive intervention in deficient skills.

Plan to Monitor Progress Toward G2. 8

Review monthly reports in Unify

Person Responsible

Natalia Robledo

Schedule

Quarterly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Exectutive Director's Report given to principal.

Plan to Monitor Progress Toward G2. 8

Review data notebooks

Person Responsible

Natalia Robledo

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Walkthrough notes and conferences

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 a positive school-home collaboration is established and maintained, then student academic achievement will improve. 1

 G084457

G1.B1 Limited participation in school-wide activities, parents have a limited understanding of the Florida Standards and the skills necessary to support student learning. 2

 B224402

G1.B1.S1 Create a partnership around student learning. 4

 S236834

Strategy Rationale

If trainings and activities are implemented then effective parent involvement is established and a true partnership exists between schools and families.

Action Step 1 5

The parent liaison will create a parent newsletter which includes school news and school functions.

Person Responsible

Stephanie Castro

Schedule

Monthly, from 8/8/2016 to 5/25/2017

Evidence of Completion

Calendar of events, flyers, parent newsletter, Skylert

Action Step 2 5

Families will attend Curriculum Night Events including School Advisory Council (SAC) meetings and open house.

Person Responsible

Mary Vostrejs

Schedule

Monthly, from 8/8/2016 to 5/25/2017

Evidence of Completion

Sign-in sheets and agenda

Action Step 3 5

Parents will be invited to award ceremonies and seasonal performance showcases during the school year.

Person Responsible

Janice Medina

Schedule

Semiannually, from 1/9/2017 to 5/25/2017

Evidence of Completion

Pictures, flyers

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

Review calendar of events prior to the beginning of the month to establish materials and how information will be shared with parents/families.

Person Responsible

Claire Moore

Schedule

On 5/25/2017

Evidence of Completion

Notes from planning meetings for the activities.

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

Parents/families will be provided the opportunity to give feedback related to each activity.

Person Responsible

Claire Moore

Schedule

Monthly, from 8/8/2016 to 5/25/2017

Evidence of Completion

Agenda, sign-in sheets, invitations, evaluations.

G2. If implementing strategic professional development and collaborative standards based unit planning, then student achievement will increase focusing on core academic areas ensuring rigorous academic instruction.

1

 G084458

G2.B1 Lack of cognitive rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills across all subjects and the ability to explain and/or put thought processes into writing. 2

 B224403

G2.B1.S1 If instructional strategies and professional development are utilized effectively, then content delivery is conducive to student learning. 4

 S236835

Strategy Rationale

Increase teacher knowledge and strategies for content delivery.

Action Step 1 5

To provide professional development to all grade level teachers with using curriculum maps to plan standards-based units of instruction in order to determine: essential, important and compact standards, knows, dos and understands, identify misconceptions, prerequisites and levels of rigor. With a solid understanding of unit planning, teachers will be able to determine how to focus their instructional time and resources within a unit.

Person Responsible

Mary Vostrejs

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

The number of teachers who attended PD opportunities as documented by the sign-in rosters.

Action Step 2 5

Providing opportunity for professional development addressing planning and rigor will be implemented to support classroom teachers to improve instructional practices support through coaching and collaborative planning which will increase student learning.

Person Responsible

Claire Moore

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

conference notes, walkthrough and observation schedule

Action Step 3 5

Weekly collaboration meetings to discuss student data, PLC, and unit standards planning

Person Responsible

Natalia Robledo

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

conference notes, walkthrough and observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student achievement data, collaborative teacher meetings, data from walkthroughs of classrooms and intervention groups.

Person Responsible

Claire Moore

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

PD sign-in sheets, lesson plan reviews, observations and testing data collected, data notebooks

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Collaboration meetings, modeling

Person Responsible

Claire Moore

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Kagan strategies, data notebooks, walkthroughs, observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Based on grade level collaboration meetings, teachers will improve the percentage of student achieving proficiency as a result of Tier 1 instruction through standards based unit planning.

Person Responsible

Claire Moore

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

student achievement data, classroom observations and walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Walkthroughs, monitoring schedule and observations

Person Responsible

Natalia Robledo

Schedule

Biweekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Notes from walkthroughs, data notebooks and conferencing

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M311785	Increase parent involvement as evidence by sign in sheets, parent participation, parent feedback	Moore, Claire	8/8/2016	Sign-in sheets, parent conferencing, SAC notes	5/25/2017 semiannually
G2.MA1 M311790	Review monthly reports in Unify	Robledo, Natalia	8/15/2016	Exectutive Director's Report given to principal.	5/25/2017 quarterly
G2.MA2 M311791	Review data notebooks	Robledo, Natalia	8/15/2016	Walkthrough notes and conferences	5/25/2017 weekly
G1.B1.S1.MA1 M311783	Parents/families will be provided the opportunity to give feedback related to each activity.	Moore, Claire	8/8/2016	Agenda, sign-in sheets, invitations, evaluations.	5/25/2017 monthly
G1.B1.S1.MA1 M311784	Review calendar of events prior to the beginning of the month to establish materials and how...	Moore, Claire	8/22/2016	Notes from planning meetings for the activities.	5/25/2017 one-time
G1.B1.S1.A1 A305747	The parent liaison will create a parent newsletter which includes school news and school functions.	Castro, Stephanie	8/8/2016	Calendar of events, flyers, parent newsletter, Skylert	5/25/2017 monthly
G1.B1.S1.A2 A305748	Families will attend Curriculum Night Events including School Advisory Council (SAC) meetings and...	Vostrejs, Mary	8/8/2016	Sign-in sheets and agenda	5/25/2017 monthly
G1.B1.S1.A3 A305749	Parents will be invited to award ceremonies and seasonal performance showcases during the school...	Medina, Janice	1/9/2017	Pictures, flyers	5/25/2017 semiannually
G2.B1.S1.MA1 M311786	Based on grade level collaboration meetings, teachers will improve the percentage of student...	Moore, Claire	8/15/2016	student achievement data, classroom observations and walkthroughs	5/25/2017 monthly
G2.B1.S1.MA4 M311787	Walkthroughs, monitoring schedule and observations	Robledo, Natalia	8/15/2016	Notes from walkthroughs, data notebooks and conferencing	5/25/2017 biweekly
G2.B1.S1.MA1 M311788	Student achievement data, collaborative teacher meetings, data from walkthroughs of classrooms and...	Moore, Claire	8/15/2016	PD sign-in sheets, lesson plan reviews, observations and testing data collected, data notebooks	5/25/2017 weekly
G2.B1.S1.MA3 M311789	Collaboration meetings, modeling	Moore, Claire	8/15/2016	Kagan strategies, data notebooks, walkthroughs, observations	5/25/2017 monthly
G2.B1.S1.A1 A305750	To provide professional development to all grade level teachers with using curriculum maps to plan...	Vostrejs, Mary	8/15/2016	The number of teachers who attended PD opportunities as documented by the sign-in rosters.	5/25/2017 monthly
G2.B1.S1.A2 A305751	Providing opportunity for professional development addressing planning and rigor will be...	Moore, Claire	8/15/2016	conference notes, walkthrough and observation schedule	5/25/2017 monthly
G2.B1.S1.A3 A305752	Weekly collaboration meetings to discuss student data, PLC, and unit standards planning	Robledo, Natalia	8/22/2016	conference notes, walkthrough and observations	5/25/2017 weekly

V. Professional Development Opportunities

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

G2. If implementing strategic professional development and collaborative standards based unit planning, then student achievement will increase focusing on core academic areas ensuring rigorous academic instruction.

G2.B1 Lack of cognitive rigor in applying the new Florida Standards that requires students to continuously utilize higher level thinking and analytical skills across all subjects and the ability to explain and/or put thought processes into writing.

G2.B1.S1 If instructional strategies and professional development are utilized effectively, then content delivery is conducive to student learning.

PD Opportunity 1

To provide professional development to all grade level teachers with using curriculum maps to plan standards-based units of instruction in order to determine: essential, important and compact standards, knows, does and understands, identify misconceptions, prerequisites and levels of rigor. With a solid understanding of unit planning, teachers will be able to determine how to focus their instructional time and resources within a unit.

Facilitator

Professional Development Specialist

Participants

Grade level teachers

Schedule

Monthly, from 8/15/2016 to 5/25/2017

PD Opportunity 2

Providing opportunity for professional development addressing planning and rigor will be implemented to support classroom teachers to improve instructional practices support through coaching and collaborative planning which will increase student learning.

Facilitator

Professional Development Specialist,

Participants

Grade level teachers

Schedule

Monthly, from 8/15/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The parent liaison will create a parent newsletter which includes school news and school functions.				\$18,026.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	390-Other Purchased Services	0731 - Marion Oaks Elementary School	Title I, Part A		\$914.00
	5100	100-Salaries	0731 - Marion Oaks Elementary School	Title I, Part A	0.4	\$15,930.00
			Notes: Notes 2 hours, interventions			
	6150	370-Communications	0731 - Marion Oaks Elementary School	Title I, Part A		\$282.00
			Notes: Postage for Parent Involvement Newsletters/Events			
	6150	390-Other Purchased Services	0731 - Marion Oaks Elementary School	Title I, Part A		\$900.00
			Notes: Scholastic Books for families			
2	G1.B1.S1.A2	Families will attend Curriculum Night Events including School Advisory Council (SAC) meetings and open house.				\$3,552.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0731 - Marion Oaks Elementary School			\$252.00
			Notes: Notes			
	6150	510-Supplies	0731 - Marion Oaks Elementary School	Title I, Part A		\$1,300.00
			Notes: Food for Parent night; MOEs cafeteria			
	6150	510-Supplies	0731 - Marion Oaks Elementary School	Title I, Part A		\$2,000.00
			Notes: Paper, Colored Paper, Cardstock-newsletter, flyers, parent notifications, materials for PI night			
3	G1.B1.S1.A3	Parents will be invited to award ceremonies and seasonal performance showcases during the school year.				\$0.00
4	G2.B1.S1.A1	To provide professional development to all grade level teachers with using curriculum maps to plan standards-based units of instruction in order to determine: essential, important and compact standards, knows, dos and understands, identify misconceptions, prerequisites and levels of rigor. With a solid understanding of unit planning, teachers will be able to determine how to focus their instructional time and resources within a unit.				\$180,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Marion - 0731 - Marion Oaks Elementary School - 2016-17 SIP
Marion Oaks Elementary School

	5100	300-Purchased Services	0731 - Marion Oaks Elementary School	Title I, Part A	3.2	\$73,084.00
			Notes: Salaries for paraprofessionals providing interventions for students.			
	6400	100-Salaries	0731 - Marion Oaks Elementary School	Title I, Part A	0.5	\$29,337.00
			Notes: Salaries for academic coach (math).			
	5100	510-Supplies	0731 - Marion Oaks Elementary School	Title I, Part A		\$1,700.00
			Notes: Student handbooks, compacts and agendas.			
	5100	510-Supplies	0731 - Marion Oaks Elementary School	Title I, Part A		\$10,842.00
			Notes: Supplemental/Non-consumable instructional materials to support instruction; reading intervention workbooks, Curriculum Associates I-Ready			
	5100	644-Computer Hardware Non-Capitalized	0731 - Marion Oaks Elementary School	Title I, Part A		\$52,707.00
			Notes: Technology to supplement student instruction across all subjects(computers, projectors, headphones, interactive boards, Chromebooks with cart)			
	6300	120-Classroom Teachers	0731 - Marion Oaks Elementary School	Title I, Part A		\$3,222.00
			Notes: School Based Leadership Conference			
	6400		0731 - Marion Oaks Elementary School	Title I, Part A		\$10,000.00
			Notes: Model School Conference; To learn standards based instructional strategies and effective leadership skills to share with my staff, ensure academic achievement of students in my school.			
5	G2.B1.S1.A2	Providing opportunity for professional development addressing planning and rigor will be implemented to support classroom teachers to improve instructional practices support through coaching and collaborative planning which will increase student learning.				\$0.00
6	G2.B1.S1.A3	Weekly collaboration meetings to discuss student data, PLC, and unit standards planning				\$0.00
Total:						\$202,470.00