

Marion County Public Schools

South Ocala Elementary School



2016-17 Schoolwide Improvement Plan

South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[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	52%

School Grades History

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

**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	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 South Ocala Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: South Ocala's mission is to educate and support students in their journey as lifelong learners by providing a nurturing environment where academic and personal best will be achieved. (We communicate this to all stakeholders through our Student Handbook and monthly newsletters.)

b. Provide the school's vision statement.

Developing Successful Citizens-Every Student, Every Day. (We communicate this to all stakeholders through our Student Handbook and monthly newsletters.)

2. School Environment

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

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

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

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

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.

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

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.

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

students' needs. The Guidance Counselor and the School Psychologist provide training and support to teachers who work with students on a daily basis.

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.

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

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	0	16	9	13	2	12	0	0	0	0	0	0	0	52
One or more suspensions	0	9	6	11	8	14	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	2	4	10	13	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	19	31	0	0	0	0	0	0	0	50
Retention	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Behavior	0	1	1	3	0	0	0	0	0	0	0	0	0	5

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	0	3	10	9	5	7	0	0	0	0	0	0	0	34

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

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322358>.

2. Description

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

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.

South Ocala Elementary (SOE) has secured two business partners for the 2016-2017 school year. Ford Orthodontics and Triple Crown support our school financially. Their financial support allows our school to purchase items that assist with raising school and student achievement. The business partners are recognized often and invited to all appropriate school functions. SOE also invites community members to assist the school with Science, Technology, Engineering, and Math (STEM) related activities. We hold a Career Day event that features STEM related jobs. Many community members participate and provide valuable information free of charge.

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
Coy, Lisa	Principal
McAdams, Kristen	Instructional Coach
Alexander, Elizabeth	School Counselor
Patrick, Tracey	Instructional Coach
McEarchern, Leann	Assistant Principal
Martin, James	Dean

b. Duties

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

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

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

Dean of Students, James Martin: Collects data and offers positive behavior recommendations.

STEM Coach, Tracey Patrick: Model researched-based strategies, tutor students, provides teachers

with interventions, support, and assist in data collection and progress monitoring.

Professional Development Specialist, Kristen McAdams: Models research-based strategies for teachers and offers professional development as prescribed by the district.

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

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.

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

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

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

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

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

Title 1,

Title I – Part C – Migrant Program:

District funds are used to purchase:

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

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

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

Title I –Part D- Neglected and Delinquent

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

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

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

Supplemental Academic Instruction (SAI)

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

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

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

Programs.

Vocations Education: Proposals are submitted annually

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Coy	Principal
Elizabeth Alexander	Education Support Employee
MaryAnn Lamb	Teacher
Susan Alcock	Teacher
Carol Chandler	Teacher
Nakitta Chalmers	Parent
Sonya Nasser	Parent
Latavia Davis	Parent
Victoria Porter	Parent
Daniel Jodoin	Parent

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

b. Development of this school improvement plan

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

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

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

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

None at this time.

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
Coy, Lisa	Principal
McEarchern, Leann	Assistant Principal
McAdams, Kristen	Other
Meza, Charlotte	Teacher, ESE
Patrick, Tracey	Instructional Coach
Martin, James	Dean

b. Duties

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

The focus will be on monitoring target students which will include students with Progress Monitoring Plans. All students at South Ocala Elementary receive reading intervention or enrichment activities based on their individual needs. South Ocala also implements "DIRT" time. (Daily Independent Reading Time) Every student will read for 15 minutes daily, school-wide. The DIRT time will provide scheduled reading to promote a "love" of literacy and improve reading endurance.

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.

South Ocala Elementary requires Professional Learning Community (PLC) sessions weekly. PLCs provide an avenue for fostering positive working relationships and collaboration between teachers.

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

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

People responsible: Principal and Assistant Principal

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

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

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.

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

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.

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

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: After School Program

Minutes added to school year: 2,882

Students will be tutored in the areas of reading and math. Each students' need will be met at their individual level. (Differentiated Instruction.)

Strategy Rationale

Student achievement will increase if additional instruction is provided at the students' individual "need" level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Data such as SuccessMaker reports, District Learning Checks and antidotal information will be reviewed weekly. Instruction will be adjusted as data is analyzed.

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.

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

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

A Title I Four Year Old Preschool Program is currently in place at the school. The VPK assessments are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

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.

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.

NA

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 consists 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 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.

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.

NA

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.

NA

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 South Ocala Elementary increases rigor across all academic subjects, then student achievement will increase.
- G2.** If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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 South Ocala Elementary increases rigor across all academic subjects, then student achievement will increase. 1a

G084459

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	81.0
Math Achievement District Assessment	81.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not know how to increase rigor in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Specialist
- STEM Coach
- Title 1 Funding
- The Administrative Team

Plan to Monitor Progress Toward G1. 8

The Principal and Assistant Principal will observe progress through the MCIES observation process.

Person Responsible

Lisa Coy

Schedule

Quarterly, from 1/9/2017 to 5/15/2017

Evidence of Completion

The Principal and Assistant Principal will be collecting evidence biweekly and monthly through walk-throughs, informal observations, and formal observations. We will also be holding monthly data meetings with all teachers to discuss student academic performance.

G2. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase. 1a

 G084460

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the knowledge to provide true differentiation of instruction to all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- Curriculum Coach
- District Professional Development Specialist
- The Administrative Team
- Title 1 Funding

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lisa Coy

Schedule

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

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If South Ocala Elementary increases rigor across all academic subjects, then student achievement will increase. **1**

 G084459

G1.B1 Teachers do not know how to increase rigor in the classroom. **2**

 B224406

G1.B1.S1 Provide Professional Development opportunities for teachers to learn about increasing rigor across all academic subjects. **4**

 S236837

Strategy Rationale

If teachers learn how to implement strategies to increase rigor, they will be able to increase rigor across all subjects.

Action Step 1 **5**

SOE will offer Professional Development opportunities to build capacity in the area of increasing rigor in the classroom. We will also use "How To Plan Rigorous Instruction" by Robyn Jackson for a book study.

Person Responsible

Kristen McAdams

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

The Professional Development Specialist will lead the faculty in a book study. The faculty will have assignments to complete before each book study session.

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

The book study and other rigor PD will be done with the entire faculty in a large, group setting. The administrative team will circulate as discussions are held.

Person Responsible

Lisa Coy

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

The administrative team will monitor teacher responses during the book study and rigor PD sessions.

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

The Principal and Assistant Principal will monitor the discussions held during rigor PD and the book study sessions. We will also conduct classroom observations and review lesson plans.

Person Responsible

Lisa Coy

Schedule

Biweekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

The Principal and Assistant Principal will monitor discussions to see if the knowledge has transferred to the classroom setting. We will also review data (classroom observations, Aimsweb, District Learning Checks).

G2. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase. 1

G084460

G2.B1 Teachers lack the knowledge to provide true differentiation of instruction to all students. 2

B224407

G2.B1.S1 Grade levels will have a designated time to implement Triple iii. During this time, all teachers and available resource people will run an intervention group or an enrichment group. 4

S236838

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lisa Coy

Schedule

Daily, from 8/15/2016 to 5/15/2017

Evidence of Completion

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

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

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

Person Responsible

Leann McEarchern

Schedule

Biweekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

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

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

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

Person Responsible

Leann McEarchern

Schedule

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

Evidence of Completion

Data books

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 M311794	The Principal and Assistant Principal will observe progress through the MCIES observation process.	Coy, Lisa	1/9/2017	The Principal and Assistant Principal will be collecting evidence biweekly and monthly through walk-throughs, informal observations, and formal observations. We will also be holding monthly data meetings with all teachers to discuss student academic performance.	5/15/2017 quarterly
G2.MA1 M311797	The Principal and Assistant Principal will review all data collected. If the data is positive, the...	Coy, Lisa	8/15/2016	Data books will be filled with critical information from District Learning Checks, classroom assessments, AIMSweb data.	5/15/2017 weekly
G2.B1.S1.MA1 M311795	Data will be collected from the Learning Checks given by the district and classroom assessments....	McEarchern, Leann	8/15/2016	Data books	5/15/2017 weekly
G2.B1.S1.MA1 M311796	The Assistant Principal will monitor the interventions/enrichment activities. Resource people will...	McEarchern, Leann	8/22/2016	Monitor fidelity forms for each intervention/enrichment activity and do classroom observations.	5/15/2017 biweekly
G2.B1.S1.A1 A305754	SOE will offer Triple iii groups to all students on campus. The Triple iii groups will be...	Coy, Lisa	8/15/2016	Walk-throughs, AP will check intervention fidelity forms, Data reviews	5/15/2017 daily
G1.B1.S1.MA1 M311792	The Principal and Assistant Principal will monitor the discussions held during rigor PD and the...	Coy, Lisa	9/5/2016	The Principal and Assistant Principal will monitor discussions to see if the knowledge has transferred to the classroom setting. We will also review data (classroom observations, Aimsweb, District Learning Checks).	5/19/2017 biweekly
G1.B1.S1.MA1 M311793	The book study and other rigor PD will be done with the entire faculty in a large, group setting....	Coy, Lisa	9/5/2016	The administrative team will monitor teacher responses during the book study and rigor PD sessions.	5/19/2017 quarterly
G1.B1.S1.A1 A305753	SOE will offer Professional Development opportunities to build capacity in the area of increasing...	McAdams, Kristen	9/5/2016	The Professional Development Specialist will lead the faculty in a book study. The faculty will have assignments to complete before each book study session.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. If South Ocala Elementary increases rigor across all academic subjects, then student achievement will increase.

G1.B1 Teachers do not know how to increase rigor in the classroom.

G1.B1.S1 Provide Professional Development opportunities for teachers to learn about increasing rigor across all academic subjects.

PD Opportunity 1

SOE will offer Professional Development opportunities to build capacity in the area of increasing rigor in the classroom. We will also use "How To Plan Rigorous Instruction" by Robyn Jackson for a book study.

Facilitator

Kristin McAdams, PD Specialist

Participants

All SOE teachers

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

G2. If South Ocala Elementary implements differentiated instruction school-wide, then student achievement will increase.

G2.B1 Teachers lack the knowledge to provide true differentiation of instruction to all students.

G2.B1.S1 Grade levels will have a designated time to implement Triple iii. During this time, all teachers and available resource people will run an intervention group or an enrichment group.

PD Opportunity 1

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

Facilitator

District Reading Coach

Participants

Teachers and paraprofessionals

Schedule

Daily, from 8/15/2016 to 5/15/2017

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	SOE will offer Professional Development opportunities to build capacity in the area of increasing rigor in the classroom. We will also use "How To Plan Rigorous Instruction" by Robyn Jackson for a book study.				\$30,811.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	590-Other Materials and Supplies	0391 - South Ocala Elementary School	Title I, Part A		\$30,811.00
			Notes: Staff Development for teachers and materials.			
2	G2.B1.S1.A1	SOE will offer Triple iii groups to all students on campus. The Triple iii groups will be determined based on individual student needs. (The individual needs are determined using district/state testing data and AIMSweb data.) Students will receive enrichment or interventions.				\$114,093.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	590-Other Materials and Supplies	0391 - South Ocala Elementary School	Title I, Part A		\$114,093.00
			Notes: Material to support staff development. Title Paraprofessionals			
Total:						\$144,904.00