

Marion County Public Schools

# Marion Oaks Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	63%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Marion Oaks Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Marion Oaks Elementary School seeks to create a challenging learning environment that encourages high expectations for all students, through developmentally appropriate and ambitious instruction, that allows for individual differences and learning style. Each student's success is based upon the school, home and community connection to ensure that each child will become a life-long learner.

##### b. Provide the school's vision statement.

Creating lifelong learners that feel safe and inspired.

#### 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 creating balanced and culturally sensitive classes, that creates and maintains academic rigor, as well as, differentiated instruction for diverse learners. The school will utilize the Positive Behavior Intervention Support (PBIS) process to focus on positively reinforcing those student's that adhere to the Big 3: Do What's Right!, Do Your Best! and Treat Others the Way You Want to be Treated! In addition, MOES will create a platform for relationship building by providing activities such as Parent Nights, Inclusive field trips and student recognition at Award Ceremonies, in an effort to positively affect our school culture.

##### 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-wide expectations: "Do What's Right!, Do Your Best! and Treat Others the Way You Want to be Treated!" Every morning, our school begins the day with a morning show, where the "MOES Big 3" are reviewed. All staff members will utilize this shared verbiage throughout the day, to enforce our high expectations and promote a safe educational setting. Additionally, our administrative team is committed to being visible, providing timely feedback and being resourceful to students, staff and parents alike. In an effort to ensure that student safety is considered after school hours, an extended day program is offered to all students and parents, on campus each day, until 6pm.

##### 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 a school-wide, universal behavioral system, used by all students and staff. The system is designed around the Positive Behavior Intervention Support (PBIS) 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 and out of the classroom.

##### 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.

Marion Oaks has two School Counselors equipped to provide social-emotional groups, individual counseling sessions and other related services, when necessary. The school counseling department has a wide array of referral resources to also assist in meeting the diverse needs of our student population. Marion Oaks utilizes the district behavior support staff, SEDNET and CARD to provide suggestions for our students with severe behavioral needs.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Leadership Team will utilize Early Warning System (EWS) data to identify students at-risk or in need of targeted interventions. Such identifiers include attendance rate, course failures, retentions, behavior, mobility and state-wide assessment scores. Unify will be used to pull this pertinent data frequently.

#### 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	66	49	56	80	53	37	0	0	0	0	0	0	0	341
One or more suspensions	8	9	7	16	10	9	0	0	0	0	0	0	0	59
Course failure in ELA or Math	14	12	21	2	8	17	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	45	62	79	0	0	0	0	0	0	0	186

##### 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	2	15	28	38	27	27	0	0	0	0	0	0	0	137

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

Both the Synergy Team and the Leadership Team will work together to improve the academic performance of all students.

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 (Tier'd II/III) levels.
3. Review ongoing progress monitoring data, to ensure fidelity of instruction and attainment of SIP goal(s) in the curricular, behavioral and attendance domains.
4. Communicate school-wide data to collaboration groups and facilitate problem solving strategies within the content area/grade level teams.

The responsibilities of the weekly Leadership team includes:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier II/Supplemental and Tier III/Intensive)
- Align calendars for the upcoming week
- Create, manage and update the school map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels
- Determine scheduling needs and assist collaborative groups in identifying research-based instructional materials and intervention resources at Tiers II and III
- Determine the school-wide professional development needs of faculty and staff
- Arrange trainings aligned with our SIP goals
- Organize and support systematic data collection (i.e. district and state assessments; during-the grading period school assessments/checks for understanding; in-school surveys)

Strengthen the Tier I (core curriculum) instruction through the:

- Implementation and support of collaborative groups
- Review of core curriculum assessments/chapter tests/comprehension checks for content understanding (data will be collected and analyzed)
- Implementation of research-based instructional strategies and/or interventions

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### **1. PFEP 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/423666>.

### **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.**

MOES has a School Advisory Council (SAC), which strives to build relationships with the community by asking for school-based support.

Other Agencies coming in to support our students are:

FDLRS

Good News Club

Twirling Academy

Junior Achievement

Reading Pals

Volunteers



## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Guynn, Shay	Principal
McNulty, Jason	Dean
Attenhofer, Christine	Instructional Coach
Miller, Rebecca	Assistant Principal

#### 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: Principal, Assistant Principals, Dean, School Counselors and Content Area Specialists. The school-based leadership team will establish, communicate and build consensus among the staff regarding school policies, allocation of school resources and support, engage in and monitor ongoing, collaborative data-based problem solving efforts. They will also utilize data to monitor, evaluate and augment school policies, procedures and processes. The leadership team will use Title I funds for professional development, to pay for instructional 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 school year, to discuss the progress of students in the Tier

II and Tier III process, as well as, any Tier I instructional support needed. The leadership team focuses weekly on the implementation of our Tier I core curriculum. Student data collected in Unify and AIMSweb 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 Literacy Content Area Specialist provides a reading screening for all students, in order to provide students with a necessary intervention. Student data is also reviewed for interventions in math by the intervention teacher. Students are grouped in classes by reading needs, according to the screening, based on what intervention program would most benefit them. The team aligns resources, both materials and personnel, to where the needs are. A schedule is created to ensure adequate personnel are available to support the students in need. Every decision made is based on individual student data from the reading and/or 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
Shay Guynn	Principal
Heller, Sandra	Teacher
Jason McNulty	Education Support Employee
Tracy Winkler	Teacher
Rebecca Miller	Education Support Employee
Amie McCamley	Parent
Kacey Morgan	Parent
Erika Londono	Parent
Heather Feliciano	Student

#### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

The SAC committee will review last year's School Improvement Plan and offered suggestions for things to add and/or omit.

##### *b. Development of this school improvement plan*

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

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

The School Improvement budget will be shared at the first SAC meeting for this year. Ideas for use of funds will be 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.**

##### **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
Rowley, Gloria	Instructional Media
Ford, Melissa	Teacher, K-12
Crow, Phyllis	Teacher, K-12
Morgan, Kelsey	Teacher, PreK
Miller, Rebecca	Assistant Principal

#### **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 perspectives, ideas to promote a love for reading and determining goals and needs of the school. Research-based strategies that have been shared and practiced, then discussed and feedback provided at the meetings.

For the 2017-2018 school year, the LLT will:

1. Increase reading and writing achievement scores across all grade levels.
2. Promote collaboration among teachers as a means to improve instructional practices.

Marion Oaks LLT will infuse the two initiatives within weekly collaborative planning sessions that are attended by grade level teachers, Literacy Content Area Specialist, Principal and Assistant Principal. Additionally, the the team will encourage and support literacy through hosting Literacy Nights, to include: professional development for staff and parents, such as instructional leaders coaching and/or modeling certain methods to increase literacy opportunities, as well as, providing families with instructional student resources and materials.

#### **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### **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 standards-based 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 digs 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 time for collaboration by grade levels, weekly
4. Conduct classroom walkthroughs and observations
5. Provide modeling/co-teaching of best practices to individual teachers, when needed
6. Provide opportunities for "learning walks" for teachers to observe their peers in action

##### **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 has been chosen based on demonstrated skill proficiency and who can assist new teachers on the team.

## 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 core instructional programs that are aligned to Florida standards. Teachers are trained on using the curriculum maps, core curriculum and supplemental materials yearly. Follow-up training is provided by the Content Area Specialists, when necessary. Content Area Specialists walkthrough the classrooms, observing core instruction, using 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 to implement that are aligned to the Florida Standards. This collaboration allows teachers to plan and ensure alignment between Florida standards, instruction and assessment, as well as, have meaningful data conferences with their students. 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 specifications 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" as resources, but primarily teach to the Florida State Standards. Additionally, MOES reviews data from multiple sources, on a monthly basis (or more frequently if needed), to monitor the progress of students and Tier I core instruction. Data indicates students' growth both in Tier I instruction and in any and all interventions that students have been receiving. Teachers are differentiating instruction in their classrooms, during small group time where interventions are being provided. Intervention paraprofessionals, ESE paraprofessionals, ESE teachers and select general education teachers have been trained on those interventions being used in the classrooms. Intervention groups are fluid, as data is reviewed, students can change groups or receive different interventions, if necessary.

**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 in all areas of reading- phonemic awareness, phonics, fluency, vocabulary and comprehension. 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**

Guynn, Shay, shay.guynn@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 (comprehension checks and 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 those that developed the curriculum, 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 their need. The goal is for the number of students, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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, two Title I VPK programs. Communication between Kindergarten and Pre-K occurs regularly. Articulation meetings are held towards the end of the year for those Developmentally Delayed students. These meetings may consist of the student, parents, ESE Specialist, School Psychologist, Principal, Assistant Principal, General Education teacher, ESE teacher and/or School Counselor.

Fifth grade students are invited to participate in a field trip to the middle school, so that they have a chance to become acquainted with their 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 offers 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and on a daily basis.

**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 support the implementation of the skills and knowledge necessary for success in STEM-like, 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 application
- 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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 Marion Oaks has an increase in parental involvement and teachers are effectively delivering meaningful, rigorous and standards-based instruction; then, student learning gains and/or proficiency 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 Marion Oaks has an increase in parental involvement and teachers are effectively delivering meaningful, rigorous and standards-based instruction; then, student learning gains and/or proficiency will increase. 1a

G095861

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	80.0
Statewide Science Assessment Level 3	80.0

**Targeted Barriers to Achieving the Goal** 3

- Parents have a limited understanding of the Florida Standards and the skills necessary to support student learning.
- Teachers need more experience and training on planning standards-based units of instruction and utilizing curriculum maps.
- Paraprofessionals are needed to support the delivery of intervention and/or enrichment, based on the student's individual needs.

**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. A monthly parent newsletter is disseminated to promote home-to-school connection strategies. Additionally, Marion Oaks has a Parent Liaison, on staff, to assist with any parent or community involvement, as well as, dispersing parent materials.
- Trained paraprofessionals are dedicated to assisting teachers and students with interventions.
- Content Area Specialists can provide frequent Professional Development focusing on Tier I instruction to increase knowledgebase in and proficiency of Core I instruction.
- Weekly collaboration opportunities can be utilized to increase effectiveness of instruction.

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

Increase parent involvement, as evidenced by sign in sheets, parent participation and parent feedback.

**Person Responsible**

Rebecca Miller

**Schedule**

Semiannually, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Sign-in sheets, parent conferences, SAC notes

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If Marion Oaks has an increase in parental involvement and teachers are effectively delivering meaningful, rigorous and standards-based instruction; then, student learning gains and/or proficiency will increase. **1**

 G095861

**G1.B1** Parents have a limited understanding of the Florida Standards and the skills necessary to support student learning. **2**

 B258039

**G1.B1.S1** Communication is key to creating a partnership and building relationships, in an effort to increase student achievement. **4**

 S273139

### Strategy Rationale

Through multiple methods of communication between the parents and the school, we can work towards accomplishing the goal of building relationships and increasing parental involvement. Helping parents to comprehend the Florida Standards can also be done during our after hours interactive sessions with our families and through parent conferences.

### Action Step 1 **5**

The Parent Liaison will create a parent newsletter, which includes school news and information about upcoming school functions to promote extended learning opportunities for all.

#### Person Responsible

Rebecca Miller

#### Schedule

Monthly, from 8/10/2017 to 5/31/2018

#### Evidence of Completion

Calendar of events, flyers, parent newsletters, Skylert call-outs

### Action Step 2 **5**

Families will attend after hour, extracurricular events to include Orientation(s), Open House, School Advisory Council (SAC) meetings, a Fall Parent Night, Science Showcase and a Spring Family Reading Night.

#### Person Responsible

Rebecca Miller

#### Schedule

Monthly, from 8/7/2017 to 5/31/2018

#### Evidence of Completion

Sign-in sheets, agenda, parent surveys, Sklyet call-outs

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

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

**Person Responsible**

Rebecca Miller

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Notes from planning meetings for each activity.

**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**

Rebecca Miller

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Invitations, agendas, sign-in sheets, feedback forms

**G1.B2** Teachers need more experience and training on planning standards-based units of instruction and utilizing curriculum maps. **2**

 B258040

**G1.B2.S1** Content Area Specialists will provide Professional Development on utilizing Curriculum Maps to their fullest potential in an effort to provide quality standards-based instruction. **4**

 S273140

### **Strategy Rationale**

By providing quality Professional Development and coaching, effectiveness of instruction will increase.

### **Action Step 1** **5**

Content Area Specialists will meet with teachers during their grade-level collaborative planning time.

#### **Person Responsible**

Rebecca Miller

#### **Schedule**

Annually, from 10/24/2017 to 5/31/2018

#### **Evidence of Completion**

Feedback from sessions and agendas from meetings.

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

Coaches and administration will monitor instruction to determine if effective instructional strategies are being utilized.

#### **Person Responsible**

Rebecca Miller

#### **Schedule**

Semiannually, from 10/17/2017 to 5/31/2018

#### **Evidence of Completion**

Meetings dates, collection of collaborative planning/coaching documents.

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

Data from Local and State Assessments

**Person Responsible**

Rebecca Miller

**Schedule**

Quarterly, from 10/2/2017 to 6/30/2018

**Evidence of Completion**

Collection of data from Local and State Assessments showing an increase of proficiency based on effective lessons taught.

**G1.B2.S2** Teachers will utilize iReady as an instructional tool to teach rigorous, standards-based lessons in ELA and math. 4

 S273141

**Strategy Rationale**

If teachers teach rigorous and differentiated standards-based lessons, then student achievement will increase.

**Action Step 1** 5

Professional development of iReady curriculum and effective use of instructional strategies will be provided for all teachers, grades K-5.

**Person Responsible**

Rebecca Miller

**Schedule**

On 5/31/2018

**Evidence of Completion**

Training dates, training handouts, sign-in sheets

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

Instructional coaches will provide coaching and modeling of effective teaching practices.

**Person Responsible**

Rebecca Miller

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Coaches Log

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

Classroom observations conducted to determine if the teachers are utilizing iReady correctly and effective teaching practices.

**Person Responsible**

Shay Guynn

**Schedule**

Weekly, from 8/7/2017 to 5/31/2018

***Evidence of Completion***

True North Logic observation data, Google Classroom walkthrough forms

**G1.B3** Paraprofessionals are needed to support the delivery of intervention and/or enrichment, based on the student's individual needs. **2**

 B258041

**G1.B3.S1** Paraprofessionals will undergo training on how to effectively implement research-based interventions to students identified as having an ELA/Mathematics deficit. **4**

 S273142

### Strategy Rationale

If paraprofessionals are trained to effectively provide quality research-based interventions in reading and math, then student achievement will increase and learning gains will be made.

### Action Step 1 **5**

Ongoing Intervention Training for Paraprofessionals

#### Person Responsible

Rebecca Miller

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Meeting notes, agendas, handouts

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

MTSS Coach will provide coaching and monitoring in the correct methods to provide intervention in ELA and math.

#### Person Responsible

Rebecca Miller

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Meeting dates, training, PowerPoints/Handouts



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Classroom observations of the MTSS block will be conducted to determine if the staff members are utilizing the materials and curriculum appropriately or need assistance/further training.

**Person Responsible**

Rebecca Miller

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Fidelity Checks of Interventions

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M392995	Increase parent involvement, as evidenced by sign in sheets, parent participation and parent...	Miller, Rebecca	8/10/2017	Sign-in sheets, parent conferences, SAC notes	5/31/2018 semiannually
G1.B1.S1.MA1 M392987	Parents/families will be provided the opportunity to give feedback related to each activity.	Miller, Rebecca	8/10/2017	Invitations, agendas, sign-in sheets, feedback forms	5/31/2018 monthly
G1.B1.S1.MA1 M392988	Review calendar of events, prior to the beginning of each month, to establish necessary materials...	Miller, Rebecca	8/10/2017	Notes from planning meetings for each activity.	5/31/2018 monthly
G1.B1.S1.A1 A366600	The Parent Liaison will create a parent newsletter, which includes school news and information...	Miller, Rebecca	8/10/2017	Calendar of events, flyers, parent newsletters, Skylert call-outs	5/31/2018 monthly
G1.B1.S1.A2 A366601	Families will attend after hour, extracurricular events to include Orientation(s), Open House,...	Miller, Rebecca	8/7/2017	Sign-in sheets, agenda, parent surveys, Skylert call-outs	5/31/2018 monthly
G1.B2.S1.MA1 M392990	Coaches and administration will monitor instruction to determine if effective instructional...	Miller, Rebecca	10/17/2017	Meetings dates, collection of collaborative planning/coaching documents.	5/31/2018 semiannually
G1.B2.S1.A1 A366602	Content Area Specialists will meet with teachers during their grade-level collaborative planning...	Miller, Rebecca	10/24/2017	Feedback from sessions and agendas from meetings.	5/31/2018 annually
G1.B3.S1.MA1 M392993	Classroom observations of the MTSS block will be conducted to determine if the staff members are...	Miller, Rebecca	8/14/2017	Fidelity Checks of Interventions	5/31/2018 monthly
G1.B3.S1.MA1 M392994	MTSS Coach will provide coaching and monitoring in the correct methods to provide intervention in...	Miller, Rebecca	8/14/2017	Meeting dates, training, PowerPoints/ Handouts	5/31/2018 monthly
G1.B3.S1.A1 A366604	Ongoing Intervention Training for Paraprofessionals	Miller, Rebecca	8/14/2017	Meeting notes, agendas, handouts	5/31/2018 quarterly
G1.B2.S2.MA1 M392991	Classroom observations conducted to determine if the teachers are utilizing iReady correctly and...	Guyann, Shay	8/7/2017	True North Logic observation data, Google Classroom walkthrough forms	5/31/2018 weekly
G1.B2.S2.MA1 M392992	Instructional coaches will provide coaching and modeling of effective teaching practices.	Miller, Rebecca	8/14/2017	Coaches Log	5/31/2018 monthly
G1.B2.S2.A1 A366603	Professional development of iReady curriculum and effective use of instructional strategies will be...	Miller, Rebecca	8/14/2017	Training dates, training handouts, sign-in sheets	5/31/2018 one-time
G1.B2.S1.MA1 M392989	Data from Local and State Assessments	Miller, Rebecca	10/2/2017	Collection of data from Local and State Assessments showing an increase of proficiency based on effective lessons taught.	6/30/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If Marion Oaks has an increase in parental involvement and teachers are effectively delivering meaningful, rigorous and standards-based instruction; then, student learning gains and/or proficiency will increase.

**G1.B2** Teachers need more experience and training on planning standards-based units of instruction and utilizing curriculum maps.

**G1.B2.S1** Content Area Specialists will provide Professional Development on utilizing Curriculum Maps to their fullest potential in an effort to provide quality standards-based instruction.

### PD Opportunity 1

Content Area Specialists will meet with teachers during their grade-level collaborative planning time.

#### Facilitator

Christine Attenhofer/ELA CAS

#### Participants

Kindergarten-5th Grade Teachers

#### Schedule

Annually, from 10/24/2017 to 5/31/2018

**G1.B2.S2** Teachers will utilize iReady as an instructional tool to teach rigorous, standards-based lessons in ELA and math.

### PD Opportunity 1

Professional development of iReady curriculum and effective use of instructional strategies will be provided for all teachers, grades K-5.

#### Facilitator

iReady Consultants/Instructional Coaches

#### Participants

Kindergarten-5th Grade Teachers

#### Schedule

On 5/31/2018

**G1.B3** Paraprofessionals are needed to support the delivery of intervention and/or enrichment, based on the student's individual needs.

**G1.B3.S1** Paraprofessionals will undergo training on how to effectively implement research-based interventions to students identified as having an ELA/Mathematics deficit.

### **PD Opportunity 1**

Ongoing Intervention Training for Paraprofessionals

#### **Facilitator**

Amie McCamley

#### **Participants**

Intervention Paraprofessionals

#### **Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The Parent Liaison will create a parent newsletter, which includes school news and information about upcoming school functions to promote extended learning opportunities for all.</b>				<b>\$209,961.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0731 - Marion Oaks Elementary School	Title I, Part A		\$8,510.00
	5100	100-Salaries	0731 - Marion Oaks Elementary School	Title I, Part A	0.4	\$200,439.00
<i>Notes: Parent Liaison, Parent Outreach Coordinator.</i>						
	6150	370-Communications	0731 - Marion Oaks Elementary School	Title I, Part A		\$1,012.00
<i>Notes: Postage for Parent Involvement newsletters/events, paper, envelopes, etc.</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Families will attend after hour, extracurricular events to include Orientation(s), Open House, School Advisory Council (SAC) meetings, a Fall Parent Night, Science Showcase and a Spring Family Reading Night.</b>				<b>\$17,839.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	590-Other Materials and Supplies	0731 - Marion Oaks Elementary School	Title I, Part A		\$8,609.00
<i>Notes: Resources, materials, supplies for Parent Resource Room.</i>						
	6150	510-Supplies	0731 - Marion Oaks Elementary School	Title, I Part A		\$4,230.00
<i>Notes: Materials/supplies for parent nights including food, parent make-n-takes, training materials, science boards, etc.</i>						
	5100	500-Materials and Supplies	0731 - Marion Oaks Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Books for Family Reading Nights.</i>						
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Content Area Specialists will meet with teachers during their grade-level collaborative planning time.</b>				<b>\$108,570.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1200-STATE FEES-CONTINUED	0731 - Marion Oaks Elementary School	Title, I Part A		\$97,149.00
<i>Notes: Salaries for Coaches (ELA, Math, MTSS)</i>						
	6400		0731 - Marion Oaks Elementary School	Title, I Part A		\$5,500.00
<i>Notes: Fees for consultants/trainings.</i>						

**Marion - 0731 - Marion Oaks Elementary School - 2017-18 SIP**  
*Marion Oaks Elementary School*

	5100	140-Substitute Teachers	0731 - Marion Oaks Elementary School	Title, I Part A		\$5,921.00
			<i>Notes: Substitutes needed for collaborative planning sessions.</i>			
<b>4</b>	<b>G1.B2.S2.A1</b>	<b>Professional development of iReady curriculum and effective use of instructional strategies will be provided for all teachers, grades K-5.</b>				<b>\$77,249.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0731 - Marion Oaks Elementary School	Title, I Part A		\$20,036.00
			<i>Notes: iReady Online Instruction and Ready Florida print materials</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0731 - Marion Oaks Elementary School	Title, I Part A		\$2,478.00
			<i>Notes: Headphones needed for iReady Online program implementation.</i>			
	5100	644-Computer Hardware Non-Capitalized	0731 - Marion Oaks Elementary School	Title, I Part A		\$21,898.00
			<i>Notes: Chromebook(s) and cart(s) needed for iReady Online Instruction program.</i>			
	3600	360-Rentals	0731 - Marion Oaks Elementary School	Title, I Part A		\$32,837.00
			<i>Notes: iReady upgrade/Top Score Writing curriculum for 2nd-5th grades</i>			
<b>5</b>	<b>G1.B3.S1.A1</b>	<b>Ongoing Intervention Training for Paraprofessionals</b>				<b>\$5,921.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	1200-STATE FEES-CONTINUED	0731 - Marion Oaks Elementary School	Title, I Part A		\$5,921.00
			<i>Notes: Leadership Conference 18-19</i>			
					<b>Total:</b>	<b>\$419,540.00</b>