Marion County Public Schools

Ocala Springs Elementary School

2017-18 Schoolwide Improvement Plan

Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[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 KG-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	46%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

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 Ocala Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Every teacher at Ocala Springs takes a personal interest in each student. Teachers have a designated time set aside in the first few weeks of school to go into the guidance suite and review each of their students' cum folders for additional pertinent information. The school has a "Back to School Orientation" event during pre-school week, which is a time for the parents and students to meet the teacher the child will have for the upcoming school year. A little later each grade level holds a curriculum night during the first two weeks of school to review with the parents the curriculum expectations for their child during the upcoming year. Parents are encouraged
at each of the events to communicate any questions and/or concerns in relation to their child at any of these meetings. Parent conferences are set up as needed.

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

Our students at Ocala Springs are our first priority and we go to great lengths to make sure they feel both
safe and secure while in our watch. We constantly monitor our students and do only what we feel and know is in their best interests. School-wide procedures and expectations are embedded in all practices and activities. The expectations are reviewed daily on the morning news as well as in classrooms to promote positive student behavior. Our families follow security procedures and work together to ensure the safety of all students. Our staff is positioned strategically around campus during arrival, dismissal, lunch, and breakfast to welcome students and make them feel safe. Positive reinforcement is provided through our PBS process for students meeting expected behaviors at school and on buses. Our school has a single point of entry a security fence enclosing the campus. Students are able to approach staff members whenever they have questions and/or concerns.

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.

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

The student services manager facilitates this program for the school. He has received training along with others to successfully implement PBS. He supports the staff by sharing expectations and assisting them as needed. All staff members have access to resources and support when working through the procedures with students. The leadership team, which consists of the administration, student services manager (discipline), and school counselor (guidance), make sure the system is fairly and consistently enforced. Our staff is
trained yearly on how to follow the protocols for minor and major behavioral concerns, as well as, how to recognize positive behavior and reward it properly.

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.

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

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.

Our early warning system is generated by reports provided by the Baseball Card in Unify/ Performance Matters. Reports are run to monitor student progress and areas that are of concern. The information is reviewed during leadership meetings and Synergy meetings. The report includes the following information:
- Attendance below 90 percent
- Level 1 on FSA math and/or ELA
- Lowest 25% in Reading and Math
- One or more suspensions (Out of School or In School Suspension)
- Failure in English Language Arts or mathematics

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	40	34	41	30	24	0	0	0	0	0	0	0	0	169
One or more suspensions	8	8	12	13	8	10	0	0	0	0	0	0	0	59
Course failure in ELA or Math	10	10	3	6	16	0	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	19	40	24	15	0	0	0	0	0	0	0	0	108

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

Ocala Springs uses a variety of research based strategies to improve academic performance of at-risk
students. They include, but are not limited to, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with 4th and 5th grade students to increase academic performance, parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities. These strategies are analyzed and monitored by our MTSS team.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 available at the school site.

2. Description

Ocala Springs works at building positive relationships with families to increase involvement in many ways. Parents are invited to to a school orientation to briefly meet with teachers and staff and an annual Title I meeting to learn how the Title I program provides assistance to our school. In addition, throughout the year there are many opportunities for building relationships. They include, but are not limited to: parent-teacher conferences, our annual open house, the volunteer program, PTO membership, SAC membership, parent nights that focus academic support, awards assemblies, community Boy Scout and Girl Scout membership, the Good News Club, and after school activities. These activities are offered on various days and at varied times of the year.

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.

Ocala Springs extends a welcoming hand to our community. The school has a PTO membership, SAC committee, and school volunteer program that work to support students and staff throughout the school year. These organizations allow us the opportunity to work with the community to secure resources to support our school and student achievement.

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
Boston, Cassandra	Principal
Hart, Kimberly	School Counselor
Manning, Donald	Assistant Principal
Edmonson, Kenneth	Dean
Hall, Stephanie	Instructional Coach

b. Duties

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

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

The core SAT members may include:
1. School Counselor (guidance): provides expertise with MTSS procedures, students counseling, facilitating Student Assistance Team (SAT) meetings
2. School Principal/Assistant Principal: provides expertise in curriculum information and student progression plan
3. Regular Education/Inclusion Teacher: provides instruction with accommodations and modifications needed
according to the students' academic levels, IEP/504/ELL needs, and state standards
4. School Psychologist - provides with MTSS procedures and child psychology and behavior strategies
5. School Social Worker - provides assistance expertise in monitoring attendance, and the health and welfare of students who are at risk
6. Content Area Specialist provides expertise and assistance in the areas of ELA, coaching and/or mentoring identified staff, providing professional developments, and/or assisting students

Auxiliary team members may include:
1. Student Services Manager (discipline) - assists with behavior concerns and Positive Behavior Support
2. Behavior Specialist - assists with students who have behavior management concerns

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.

MTSS is a data-based problem solving process of tiered analysis. Teachers work with the MTSS team to review and disaggregate multiple data sources. Specific patterns and trends are identified for both school-wide and individual classroom teaching and learning processes. Once areas of need are identified, adjustments are made to ensure all students are supported with appropriate resources and personnel. The MTSS problem solving process is used to determine how to apply resources for the highest student impact.

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

Title I – Part C – Migrant Program:
District funds are used to purchase:
- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.

Title I – Part D- Neglected and Delinquent - Not applicable

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)

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

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

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

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

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

Head Start: N/A

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kendra Poppell	Teacher
Cindy Winterbauer	Parent
Kenneth Edmondson	Education Support Employee
Cassandra Boston	Principal
Christen Beckham	Parent
Jessica Davis	Parent
Emily Grubb	Parent
Alfreda Whitter	Teacher
Brandi Anderson	Teacher
Christine Lundy Philman	Parent
Roslyn Stephens	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the first SAC meeting, the principal and assistant principal will share the assessment data from the previous school year. The group will review the previous year's school improvement plan to review which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus.

b. Development of this school improvement plan

The school improvement plan is based on the analysis of student achievement and school performance data. The The SAC reviewed various aspects of the school as suggested by the priorities related to
the data and gave input into the written plan for school improvement including priorities and strategies.
SAC will meet quarterly to discuss SAC fund expenditures. Student achievement data will be monitored as related to the associated strategies and priorities within the SIP.

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

A rough draft of the school's budget and plan is presented to the SAC members with an explanation of allocations and expenditures. The SAC is then able to ask questions and offer suggestions for

planning and budgeting which are considered by the principal prior to finalizing the documents. The funding is allocated to specific functions and objects based on school needs.

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

N/A

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.

Parents are given the opportunity to join SAC and attend meetings at the back to school orientation, annual Title I meeting, through the monthly school newsletter, and personal invitations when the topic comes up in conversations during a school visit.

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
Boston, Cassandra	Principal
Manning, Donald	Assistant Principal
Hughes, Dianne	Instructional Media
Hall, Stephanie	Instructional Coach

b. Duties

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

The major initiatives of the Literacy Leadership Team will be to support the strengthening of core instruction through ongoing professional development and collaborative conversations in the use of rigorous instruction, relevant engaging lessons,and differentiated instruction using high-effect-size instructional strategies to support literacy across all content areas. There will be opportunities for professional development and collaborative planning for instructional personnel with LLT support. Through the media center the LLT also promotes the MyOn program to encourage students to read for enjoyment. The school will also support the school district's vision to encourage students and families to read 20-minutes each night. The students will select
what they read. The Content Area Specialist will meet with teachers to collaborate on classroom/ school needs to support literacy across all content areas.

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.

The administration will provide the necessary time and support for instructional staff to participate in professional development and collaborative planning. Documentation will be required for each of these

activities. This will allow the administration to see the needs and help find solutions for supporting them in their endeavor to understand the Florida Standards and implement high effect-size instruction.

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

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

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

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

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

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

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.

Each grade level will meet with the leadership team on a bi-weekly basis to review and vet the lesson planning process and development as well as ensure the standards are being taught to their full intent. The leadership team will provide aligned resources and materials to each grade level as lesson development occurs. The administration monitors throughout the day for visibility and to make sure instruction is aligned to Florida's 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.

Administration in a combined effort with staff will use evidence from the analysis of I-Ready Diagnostics results, Comprehensive Standards Mastery Assessment (CSMA) results, Quarterly Standards Mastery Assessment (QSMA) results, and FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers will also use formative assessment data to guide their instruction and create small groups for direct instruction based on like needs to teach and remediate skills for identified students as well as provide opportunities for enrichment activities for those who are proficient. Teachers will work intensively with the lowest quartile on a daily basis.

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: 0

Due to lack of funding we will not provide extended learning opportunities for our students this year.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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.

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

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

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

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

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

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

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

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If we consistently utilize effective teaching strategies, targeted interventions and active student engagement, while maintaining high expectations, 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 we consistently utilize effective teaching strategies, targeted interventions and active student engagement, while maintaining high expectations, then student achievement will increase. 1a

🔍 G095906

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
Math Lowest 25% Gains	55.0
FSA Mathematics Achievement	51.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Knowledge to plan for differentiation and high effect size strategies during instruction

- Lack of rigor in daily instruction

- Proficient use of common board configuration as an instructional strategy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Content Area Specialist

- Department of Education Training Team for Common Board Configuration

- Funding: school budget, SIP, Title I

- District and school based professional development opportunities

Plan to Monitor Progress Toward G1. 8

The administration and instructional staff will review student results from the Florida Standards Assessment, QSMA, CSMA, student performance in core subject areas, teacher observation data as well as data from I-Ready when appropriate based on the district assessment calendar.

Person Responsible
Cassandra Boston

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Data analysis meeting 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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. If we consistently utilize effective teaching strategies, targeted interventions and active student engagement, while maintaining high expectations, then student achievement will increase. `1`

🔑 G095906

G1.B1 Knowledge to plan for differentiation and high effect size strategies during instruction `2`

🔑 B258115

G1.B1.S1 Utilize CAS, district personnel and support staff to support planning for differentiation in correlation with best practices for standards `4`

🔑 S273240

Strategy Rationale

If teachers receive support in effective planning by coaches, district personnel and support staff then learning gains in both reading and math will increase.

Action Step 1 `5`

Provide grade level team support by CAS, administration and district personnel during collaborative planning to build team capacity for enhancing and sharing best practices in differentiation during instruction.

Person Responsible

Cassandra Boston

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Master schedule, instructional walk-through, student performance data

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

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

Administrative participation and support in collaborative planning sessions

Person Responsible

Cassandra Boston

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Common planning notes, leadership team discussions, student performance data

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

Classroom walkthroughs and observations

Person Responsible

Cassandra Boston

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data collected from classroom walkthroughs, TNL observation data

G1.B2 Lack of rigor in daily instruction 2

🔑 B258116

> **G1.B2.S1** Teachers will develop lessons, tasks and assessments to provide instruction that is aligned to the rigor of the standards. Teachers will be provided professional development on how to develop lessons and assessments. 4
>
> 🔑 S273241

Strategy Rationale

Through the rigor of daily lessons students will gain a greater depth of knowledge across all content areas.

Action Step 1 5

Teachers will be provided collaborative planning opportunities and support to develop lessons including but not limited to, Webb's DOK, content review, common board elements, high- yield strategies and rigorous tasks with the use of technology when applicable.

Person Responsible

Cassandra Boston

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Best practices evident in classroom during instruction

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

Planning instruction with CAS and district personnel

Person Responsible

Cassandra Boston

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Best practices evident during classroom instruction, student performance data

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

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

Person Responsible

Cassandra Boston

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observation feedback, student performance data

G1.B3 Proficient use of common board configuration as an instructional strategy `2`

🔑 B258117

G1.B3.S1 The CAS, administration, district personnel and members of the DA Team will provide support to teachers during collaborative planning to build instructional capacity in the use of the common board elements during classroom instruction `4`

🔑 S273242

Strategy Rationale

If teachers effectively use the common board elements during instruction, then student engagement and achievement will increase.

Action Step 1 `5`

Teachers will participate in common board configuration training with follow-up activities

Person Responsible

Donald Manning

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Peer observations, use of board elements evident during classroom instruction

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

Collaborative conversations, instructional coaching and professional development to facilitate effective use of common board elements instruction

Person Responsible

Donald Manning

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Informal conversations with instructional staff, student performance, TNL evaluation data

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

Administration and Instructional coach classroom visits to determine common board element usage during classroom instruction

Person Responsible

Donald Manning

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough notes, notes from collaborative conversations/discussions, TNL data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 🔑 A366776	[no content entered]		No Start Date		No End Date one-time
G1.MA1 🔑 M393240	The administration and instructional staff will review student results from the Florida Standards...	Boston, Cassandra	8/10/2017	Data analysis meeting notes	5/25/2018 quarterly
G1.B1.S1.MA1 🔑 M393234	Classroom walkthroughs and observations	Boston, Cassandra	8/10/2017	Data collected from classroom walkthroughs, TNL observation data	5/25/2018 quarterly
G1.B1.S1.MA1 🔑 M393235	Administrative participation and support in collaborative planning sessions	Boston, Cassandra	8/10/2017	Common planning notes, leadership team discussions, student performance data	5/25/2018 biweekly
G1.B1.S1.A1 🔑 A366775	Provide grade level team support by CAS, administration and district personnel during collaborative...	Boston, Cassandra	8/10/2017	Master schedule, instructional walk-through, student performance data	5/25/2018 biweekly
G1.B2.S1.MA1 🔑 M393236	The administration will see evidence of high effect-size strategies being implemented during...	Boston, Cassandra	8/10/2017	Classroom observation feedback, student performance data	5/25/2018 weekly
G1.B2.S1.MA1 🔑 M393237	Planning instruction with CAS and district personnel	Boston, Cassandra	8/10/2017	Best practices evident during classroom instruction, student performance data	5/25/2018 quarterly
G1.B2.S1.A1 🔑 A366777	Teachers will be provided collaborative planning opportunities and support to develop lessons...	Boston, Cassandra	8/10/2017	Best practices evident in classroom during instruction	5/25/2018 monthly
G1.B3.S1.MA1 🔑 M393238	Administration and Instructional coach classroom visits to determine common board element usage...	Manning, Donald	8/21/2017	Classroom walkthrough notes, notes from collaborative conversations/ discussions, TNL data	5/25/2018 biweekly
G1.B3.S1.MA1 🔑 M393239	Collaborative conversations, instructional coaching and professional development to facilitate...	Manning, Donald	8/21/2017	Informal conversations with instructional staff, student performance, TNL evaluation data	5/25/2018 biweekly
G1.B3.S1.A1 🔑 A366778	Teachers will participate in common board configuration training with follow-up activities	Manning, Donald	8/10/2017	Peer observations, use of board elements evident during classroom instruction	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. If we consistently utilize effective teaching strategies, targeted interventions and active student engagement, while maintaining high expectations, then student achievement will increase.

G1.B1 Knowledge to plan for differentiation and high effect size strategies during instruction

G1.B1.S1 Utilize CAS, district personnel and support staff to support planning for differentiation in correlation with best practices for standards

PD Opportunity 1

Provide grade level team support by CAS, administration and district personnel during collaborative planning to build team capacity for enhancing and sharing best practices in differentiation during instruction.

Facilitator

Administration

Participants

All teachers

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

G1.B2 Lack of rigor in daily instruction

G1.B2.S1 Teachers will develop lessons, tasks and assessments to provide instruction that is aligned to the rigor of the standards. Teachers will be provided professional development on how to develop lessons and assessments.

PD Opportunity 1

Teachers will be provided collaborative planning opportunities and support to develop lessons including but not limited to, Webb's DOK, content review, common board elements, high- yield strategies and rigorous tasks with the use of technology when applicable.

Facilitator

Hall, Manning, Boston

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G1.B3 Proficient use of common board configuration as an instructional strategy

G1.B3.S1 The CAS, administration, district personnel and members of the DA Team will provide support to teachers during collaborative planning to build instructional capacity in the use of the common board elements during classroom instruction

PD Opportunity 1

Teachers will participate in common board configuration training with follow-up activities

Facilitator

Stephanie Hall, Donald Manning

Participants

All teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

		VII. Budget				
1	G1.B1.S1.A1	**Provide grade level team support by CAS, administration and district personnel during collaborative planning to build team capacity for enhancing and sharing best practices in differentiation during instruction.**				**$293,414.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0541 - Ocala Springs Elementary School	Title, I Part A		$210,356.00
			Notes: Notes:			
	5100	360-Rentals	0541 - Ocala Springs Elementary School	Title, I Part A		$21,725.00
			Notes: Notes: I-Ready resources			
	6400	310-Professional and Technical Services	0541 - Ocala Springs Elementary School	Title, I Part A		$3,000.00
			Notes: Notes: I-Ready professional development			
	6400	130-Other Certified Instructional Personnel	0541 - Ocala Springs Elementary School	Title, I Part A		$58,333.00
2	G1.B1.S1.A2					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - Ocala Springs Elementary School			$0.00
			Notes: Notes			
3	G1.B2.S1.A1	**Teachers will be provided collaborative planning opportunities and support to develop lessons including but not limited to, Webb's DOK, content review,**				**$21,323.00**

		common board elements, high- yield strategies and rigorous tasks with the use of technology when applicable.				
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0541 - Ocala Springs Elementary School	Title, I Part A		$3,080.00
		Notes: Notes: Stipends for collaborative planning after school hours				
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0541 - Ocala Springs Elementary School	Title, I Part A		$3,870.00
	5100	644-Computer Hardware Non-Capitalized	0541 - Ocala Springs Elementary School	Title, I Part A		$4,497.00
	5100	510-Supplies	0541 - Ocala Springs Elementary School	Title, I Part A		$7,876.00
		Notes: Science classroom materials, non consumable materials				
	5100	510-Supplies	0541 - Ocala Springs Elementary School	Title, I Part A		$2,000.00
		Notes: Paper, chart tablets				
4	G1.B3.S1.A1	**Teachers will participate in common board configuration training with follow-up activities**				**$0.00**
					Total:	**$314,737.00**