Marion County Public Schools

South Ocala Elementary School

2017-18 Schoolwide Improvement Plan

South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**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	59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	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 South Ocala 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.

The South Ocala Elementary family is committed to working together with teachers, staff, parents, and community members to instill in students a lifelong love for learning. Together, we will ensure a nurturing environment and create a challenging and individualized curriculum tailored to every student's unique needs.

b. Provide the school's vision statement.

South Ocala Elementary is the desired community school for student-centered learning. Our focus is to provide a family-friendly environment in order to develop successful and well-rounded global leaders.

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	16	9	13	2	12	0	0	0	0	0	0	0	52
One or more suspensions	0	9	6	11	8	14	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	2	4	10	13	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	19	31	0	0	0	0	0	0	0	50
Retension	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Behavior	0	1	1	3	0	0	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	10	9	5	7	0	0	0	0	0	0	0	34

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

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

B. Family and Community Engagement

The school's response to this section may 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/441887.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

South Ocala Elementary (SOE) has secured two business partners for the 2017-2018 school year. Neighborhood Storage and Triple Crown support our school financially. Their financial support allows our school to purchase items that assist with raising school and student achievement. The business partners are recognized often and invited to all appropriate school functions. SOE also invites community members to assist the school with Science, Technology, Engineering, and Math (STEM) related activities. We hold a Career Day event that features STEM related jobs. Many community members participate and provide valuable information free of charge.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Callaway, Stephanie	Principal
Borth, Danielle	Assistant Principal
Martin, James	Dean
Alexander, Elizabeth	School Counselor
Werhner, Nicole	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.

Principal, Stephanie Callaway: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS with fidelity, and communicates with parents regarding school-based MTSS plans and activities. Principal Callaway plans a yearlong calendar of interrelated PD and meeting collaborations to address core, remedial, and accelerated instruction with vertical alignment and standards-based designs.

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

Dean of Students, James Martin: Facilitates school-wide conversations around early warning

indicators and behavior MTSS.

Literacy, Math, and Science Content Area Specialists: Models research-based strategies for teachers and offers professional development as prescribed by the district.

School Counselor, Elizabeth Alexander: Facilitates MTSS and helps teachers with data collection and research-based interventions. Assist all stakeholders through school counseling programs and addresses student and family needs throughout community resources.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Step 1: Problem Identification - identify and define the target problem
Step 2: Problem Analysis - attempt to determine "why" the problem is occurring
Step 3: Intervention Design - decide "what" is going to be done about the problem
Step 4: MTSS: monitor progress and determine "if" it is working

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

Title 1,

Title I – Part C – Migrant Program:
District funds are used to purchase:
•School supplies,
•Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title I –Part D- Neglected and Delinquent
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.
Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education

Programs.
Vocations Education: Proposals are submitted annually

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Stephanie Callaway	Principal
Carol Chandler	Teacher
Kayla Fitzgerald	Parent
Kristen Givens	Teacher
Johnny Rosado	Parent
Chelsea Johns	Parent
Danielle Chauncey	Education Support Employee
Melissa Greenbaum	Teacher
Nicole Prestipino	Education Support Employee
Stephanie Mahoney	Parent
Christy Godin	Education Support Employee
Toddy Rudnianyn	Business/Community
Bronwyn Chen	Teacher
Triple Crown	Business/Community

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

b. Development of this school improvement plan

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

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

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

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

None at this time.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

South Ocala Elementary will continue to recruit members and encourage attendance through Skylert, webpage, newsletter, and social media reminders. We will ask current members to share upcoming meeting topics and personally invite parents and community members to attend meetings.

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
Chauncey, Danielle	Assistant Principal
Callaway, Stephanie	Principal
Roblin, Aurora	Instructional Coach
Werhner, Nicole	Instructional Coach
Martin, James	Dean
Alexander, Elizabeth	School Counselor
Binkley, Matthew	Instructional Coach

b. Duties

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

The focus will be on progress monitoring all students for grade level literacy development trajectories. All students at South Ocala Elementary receive intervention and acceleration opportunities based on their individual needs. Core literacy instruction will address all areas of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension. Tier Talks will ensure the best match between students' present level and the desired level. i-Ready is the primary (not the only) data source for growth monitoring. Additionally, the school will move students from learning to read to reading to learn.

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.

South Ocala Elementary requires Professional Learning Community (PLC) monthly sessions and weekly collaboration meetings. Both opportunities allow for conversations around planning high-quality instruction, effective pedagogy, and how to select and use resources to eliminate deficits. The instructional focus is standards-based mastery (DOK) and helping students achieve proficiency.

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

We retain highly qualified teachers by providing strong supports through Professional Learning Communities, professional development activities, and a positive school culture. Teachers with less than 2 years of experience participate in the district's new teacher program with an Instructional Talent Developer.

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

New teachers are assigned grade level mentors. The mentors provide curriculum support as well as assistance with school culture, etc. We also have Professional Learning Communities for each grade level to assist with teaching techniques, using data, problem solving, and instructional procedures. Content Area Specialists will provide support during collaboration meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,882

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

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

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

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard

provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers, and life.

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

NA

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

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

A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

Innovative instruction allows students to explore greater depths of all subjects by utilizing the skills learned.

Independent and collaborative research projects embedded in the curricula.

Collaboration, communication and critical thinking skills threaded throughout the curricula.

Real-world, problem-based applications.

Content rich instruction.

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

II. Needs Assessment

The school's completion of this 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 South Ocala Elementary focuses on improving instruction aligned to the depth of knowledge required of the standards (rigor) in conjunction with differentiated instruction, then we will increase standards-based mastery and eliminate skill deficits across all subjects.

Strategic Goals Detail

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

G1. If South Ocala Elementary focuses on improving instruction aligned to the depth of knowledge required of the standards (rigor) in conjunction with differentiated instruction, then we will increase standards-based mastery and eliminate skill deficits across all subjects. 1a

🔑 G096015

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	68.0
ELA/Reading Lowest 25% Gains	57.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	60.0
Math Gains	60.0
Statewide Science Assessment Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- Lesson designs that misjudge the rigor or level of the standards

- Insufficient differentiated instruction

- Misalignment of rigor between standards, formative and summative assessments and teachers' capacity for analyzing student performance data to improve and differentiate instruction

- Informed family engagement to ensure equity and high performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Content Area Specialists for Literacy, Math, and Science

- Effective leadership to prioritize Data Digs, Collaborative Planning, and aligned PD

- Title 1 Funding

- PD specific to DOK and effective pedagogy

- Engaged Classroom Technology and Mobile Devices for PD/Coaching

- Paraprofessionals to support differentiated and rigorous instruction

Plan to Monitor Progress Toward G1. 8

Data from a variety of sources will be used to evaluate school improvement: (1) Student performance from local and state assessments, iReady, Early Warning Indicators, Course Performance, and standards-mastery (2) Teacher performance through Common Board observations, specific strategies for the book study, and MCIES observation data.

Person Responsible
Stephanie Callaway

Schedule
Monthly, from 9/7/2017 to 5/11/2018

Evidence of Completion
Data Digs, Leadership Team meeting Agendas, PLC agendas, and early release PD

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If South Ocala Elementary focuses on improving instruction aligned to the depth of knowledge required of the standards (rigor) in conjunction with differentiated instruction, then we will increase standards-based mastery and eliminate skill deficits across all subjects. 1

🔑 G096015

G1.B1 Lesson designs that misjudge the rigor or level of the standards 2

🔑 B258480

G1.B1.S1 Provide Professional Development opportunities for teachers to unpack standards for what students need to know, understand, and do and the Depth of Knowledge within each standard. 4

🔑 S273664

Strategy Rationale

Teachers must know what the standard requires of the learner and plan for effective instruction.

Action Step 1 5

SOE will offer professional development opportunities to build capacity for unpacking standards and reaching the Depth of Knowledge (DOK) required of the standard.

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

The Content Area Specialists will facilitate the book study on 'How to Plan Rigorous Instruction.'

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

Segmented PD to allow for practice in the classroom of effective pedagogy and DOK.

Person Responsible

Stephanie Callaway

Schedule

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

Evidence of Completion

Administration will monitor the fidelity of yearlong PD through meeting agendas, action plans, transference into collaboration planning conversations (meeting minutes, lesson plans), and teacher evaluations for PD offerings.

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

Review of lesson plans, Common Boards, and student work aligned to the standards and DOK.

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Marion County Instructional Evaluation System Domain 1 and 3, Student Performance Data and Student Work Samples (learning artifacts)

G1.B1.S2 Creation and instructional use of Common Boards. 4

🔑 S273665

Strategy Rationale

Common Boards provide an instructional framework for teachers and students to better understand the standards and skills needed to show mastery. Teachers at SOE will implement Common Boards with fidelity.

Action Step 1 5

SOE will offer professional development opportunities to build a better understanding on how to effectively use Common Boards throughout instruction.

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 7/24/2017 to 5/25/2018

Evidence of Completion

These PD opportunities will be planned in advanced along with teacher expectations of implementation.

Action Step 2 5

The Content Area Specialist and administrators will support classroom teachers in creating Common Boards and model how to use them for standards-based instruction.

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Common Board planning will be a weekly task during collaborative planning. Teachers' creation and use will be observed by administration throughout the MCIES process.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The use of Common Boards will be monitored to ensure established expectations are being met.

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence of expectations being met by all teachers will be provided during collaborative planning meetings and throughout the MCIES process.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The effective use of Common Boards in classroom instruction.

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

By using the Common Board effectively teachers will have to unpack standards in order to meet the Common Board expectation. This will assist in ensuring teachers are fully understanding the standards they are teaching, therefore more masterful teaching and learning will take place. Common Boards will be displayed in the classrooms aligning with established expectations.

G1.B2 Insufficient differentiated instruction 2

🔑 B258481

G1.B2.S1 Provide collaborative planning for each grade level to focus on small group differentiated instruction. 4

🔑 S273666

Strategy Rationale

By providing a common time for grade level teachers to plan together, teachers will be able to share best, small group instructional practices. Collaborative planning will include analysis of students' response to instruction and drilled down to plan for individualized instruction.

Action Step 1 5

Collaborative planning to design standards-based, differentiated lessons for instruction. This includes pre-school, summer planning opportunities.

Person Responsible

Danielle Chauncey

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Meeting minutes, Data Dig notes, Artifacts such as photos of Common Boards, lesson plans, classroom observations

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

Collaborative planning for each grade level to differentiate small group instruction.

Person Responsible

Danielle Chauncey

Schedule

Weekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

These collaborative planning sessions will be on the calendar weekly and a member of the leadership team will attend every meeting.

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

Common collaborative planning for each grade level to differentiate small group instruction.

Person Responsible

Danielle Chauncey

Schedule

Weekly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Lesson plans, classroom observations

G1.B2.S2 Professional development will be provided on understanding and using the new curriculum guides and new instructional resources across all content areas. `4`

🔧 S273667

Strategy Rationale

Effective instruction is a result of understanding the standards, effective pedagogy, and available resources for teaching and learning.

Action Step 1 `5`

Professional development will inform teachers on the instructional resources available to them in all content areas. This will include what and how to plan for MTSS.

Person Responsible

Danielle Chauncey

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

PD agendas, lesson plans

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

Professional development used to educate teachers on the instructional resources available to them in all content areas.

Person Responsible

Danielle Chauncey

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

PD plan and agendas, lesson plans, classroom observations

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

Professional development used to educate teachers on the instructional resources available to them in all content areas.

Person Responsible

Danielle Chauncey

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Lesson plans, classroom observations, student performance

G1.B3 Misalignment of rigor between standards, formative and summative assessments and teachers' capacity for analyzing student performance data to improve and differentiate instruction 2

🔑 B258482

G1.B3.S1 Teachers will routinely participate in PLCs and Data Digs 4

🔑 S273668

Strategy Rationale

Effective instruction is most likely through the analysis of how students' respond to instruction. Formative assessments or 'checks for understanding' are critical to the cycle of teaching and learning. All performance data must be used to identify and eliminate skill deficits and to ensure DOK is aligned: from the standard to the lesson plan, from the plan to instruction and from instruction to student learning. Plan, Do, Check, Act creates a continuous cycle of evaluating teacher actions against student performance and revising instruction accordingly.

Action Step 1 5

Monthly PLCs and Data Digs

Person Responsible

Stephanie Callaway

Schedule

Monthly, from 8/24/2017 to 5/11/2018

Evidence of Completion

PLC agendas, Leadership Team agendas, Data Digs reflection forms completed by teachers

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

Improved lesson planning and instructional design for whole group, small group, and individual students.

Person Responsible

Stephanie Callaway

Schedule

Biweekly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Student performance data, lesson plans, MCIES data

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

Collect and review student and teacher data

> ### Person Responsible
>
> Stephanie Callaway
>
> ### Schedule
>
> Biweekly, from 8/28/2017 to 5/11/2018
>
> ### *Evidence of Completion*
>
> Data from a variety of sources will be used to evaluate school improvement: Student performance district assessments, iReady data, Early Warning Indicators, course performance, and MCIES observation data.

G1.B4 Informed family engagement to ensure equity and high performance. `2`

🔑 B258483

> **G1.B4.S1** Frequent and routine communication inviting and informing parents to be involved in their child's education. `4`
>
> 🔑 S273669
>
> ### Strategy Rationale
>
> Informed families are better able to participate in and support their child's education.
>
> **Action Step 1** `5`
>
> Frequent newsletters, mailers, events, parent-teacher conferences, and daily use of a student planner
>
> > ### Person Responsible
> >
> > Stephanie Callaway
> >
> > ### Schedule
> >
> > Biweekly, from 8/9/2017 to 5/11/2018
> >
> > ### *Evidence of Completion*
> >
> > copies of all school-to-home communications, photos and videos of events, all marketing materials to advertise family engagement events

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Parent and Family Engagement

Person Responsible

Stephanie Callaway

Schedule

Biweekly, from 8/9/2017 to 5/11/2018

Evidence of Completion

Sign-in sheets, parent evaluations, parent compacts, use of student planner, Parent Surveys

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Family participation in school events and home-to-school communication

Person Responsible

Stephanie Callaway

Schedule

Biweekly, from 8/9/2017 to 5/11/2018

Evidence of Completion

Sign-in sheets, use of student planners

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.MA1 M394243	Data from a variety of sources will be used to evaluate school improvement: (1) Student performance...	Callaway, Stephanie	9/7/2017	Data Digs, Leadership Team meeting Agendas, PLC agendas, and early release PD	5/11/2018 monthly
G1.B1.S1.MA1 M394231	Review of lesson plans, Common Boards, and student work aligned to the standards and DOK.	Callaway, Stephanie	8/28/2017	Marion County Instructional Evaluation System Domain 1 and 3, Student Performance Data and Student Work Samples (learning artifacts)	5/11/2018 quarterly
G1.B2.S1.MA1 M394235	Common collaborative planning for each grade level to differentiate small group instruction.	Chauncey, Danielle	8/14/2017	Lesson plans, classroom observations	5/11/2018 weekly
G1.B2.S1.MA1 M394236	Collaborative planning for each grade level to differentiate small group instruction.	Chauncey, Danielle	8/14/2017	These collaborative planning sessions will be on the calendar weekly and a member of the leadership team will attend every meeting.	5/11/2018 weekly
G1.B3.S1.MA1 M394239	Collect and review student and teacher data	Callaway, Stephanie	8/28/2017	Data from a variety of sources will be used to evaluate school improvement: Student performance district assessments, iReady data, Early Warning Indicators, course performance, and MCIES observation data.	5/11/2018 biweekly
G1.B3.S1.MA1 M394240	Improved lesson planning and instructional design for whole group, small group, and individual...	Callaway, Stephanie	8/28/2017	Student performance data, lesson plans, MCIES data	5/11/2018 biweekly
G1.B3.S1.A1 A367454	Monthly PLCs and Data Digs	Callaway, Stephanie	8/24/2017	PLC agendas, Leadership Team agendas, Data Digs reflection forms completed by teachers	5/11/2018 monthly
G1.B4.S1.MA1 M394241	Family participation in school events and home-to-school communication	Callaway, Stephanie	8/9/2017	Sign-in sheets, use of student planners	5/11/2018 biweekly
G1.B4.S1.MA1 M394242	Parent and Family Engagement	Callaway, Stephanie	8/9/2017	Sign-in sheets, parent evaluations, parent compacts, use of student planner, Parent Surveys	5/11/2018 biweekly
G1.B4.S1.A1 A367455	Frequent newsletters, mailers, events, parent-teacher conferences, and daily use of a student...	Callaway, Stephanie	8/9/2017	copies of all school-to-home communications, photos and videos of events, all marketing materials to advertise family engagement events	5/11/2018 biweekly
G1.B2.S2.MA1 M394237	Professional development used to educate teachers on the instructional resources available to them...	Chauncey, Danielle	8/14/2017	Lesson plans, classroom observations, student performance	5/11/2018 monthly
G1.B2.S2.MA1 M394238	Professional development used to educate teachers on the instructional resources available to them...	Chauncey, Danielle	8/14/2017	PD plan and agendas, lesson plans, classroom observations	5/11/2018 monthly
G1.B1.S1.MA1 M394232	Segmented PD to allow for practice in the classroom of effective pedagogy and DOK.	Callaway, Stephanie	8/21/2017	Administration will monitor the fidelity of yearlong PD through meeting agendas, action plans, transference into collaboration planning conversations (meeting minutes, lesson plans), and teacher evaluations for PD offerings.	5/25/2018 quarterly
G1.B1.S1.A1 A367449	SOE will offer professional development opportunities to build capacity for unpacking standards and...	Callaway, Stephanie	8/7/2017	The Content Area Specialists will facilitate the book study on 'How to Plan Rigorous Instruction.'	5/25/2018 quarterly
G1.B2.S1.A1 A367452	Collaborative planning to design standards-based, differentiated lessons for instruction. This...	Chauncey, Danielle	8/7/2017	Meeting minutes, Data Dig notes, Artifacts such as photos of Common Boards, lesson plans, classroom observations	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M394233	The effective use of Common Boards in classroom instruction.	Callaway, Stephanie	8/14/2017	By using the Common Board effectively teachers will have to unpack standards in order to meet the Common Board expectation. This will assist in ensuring teachers are fully understanding the standards they are teaching, therefore more masterful teaching and learning will take place. Common Boards will be displayed in the classrooms aligning with established expectations.	5/25/2018 weekly
G1.B1.S2.MA1 M394234	The use of Common Boards will be monitored to ensure established expectations are being met.	Callaway, Stephanie	8/14/2017	Evidence of expectations being met by all teachers will be provided during collaborative planning meetings and throughout the MCIES process.	5/25/2018 weekly
G1.B1.S2.A1 A367450	SOE will offer professional development opportunities to build a better understanding on how to...	Callaway, Stephanie	7/24/2017	These PD opportunities will be planned in advanced along with teacher expectations of implementation.	5/25/2018 quarterly
G1.B1.S2.A2 A367451	The Content Area Specialist and administrators will support classroom teachers in creating Common...	Callaway, Stephanie	8/14/2017	Common Board planning will be a weekly task during collaborative planning. Teachers' creation and use will be observed by administration throughout the MCIES process.	5/25/2018 weekly
G1.B2.S2.A1 A367453	Professional development will inform teachers on the instructional resources available to them in...	Chauncey, Danielle	8/7/2017	PD agendas, lesson plans	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 South Ocala Elementary focuses on improving instruction aligned to the depth of knowledge required of the standards (rigor) in conjunction with differentiated instruction, then we will increase standards-based mastery and eliminate skill deficits across all subjects.

G1.B1 Lesson designs that misjudge the rigor or level of the standards

G1.B1.S1 Provide Professional Development opportunities for teachers to unpack standards for what students need to know, understand, and do and the Depth of Knowledge within each standard.

PD Opportunity 1

SOE will offer professional development opportunities to build capacity for unpacking standards and reaching the Depth of Knowledge (DOK) required of the standard.

Facilitator

Content Area Specialists

Participants

All SOE Teachers

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

G1.B1.S2 Creation and instructional use of Common Boards.

PD Opportunity 1

SOE will offer professional development opportunities to build a better understanding on how to effectively use Common Boards throughout instruction.

Facilitator

FLDOE

Participants

All SOE Teachers

Schedule

Quarterly, from 7/24/2017 to 5/25/2018

G1.B2 Insufficient differentiated instruction

G1.B2.S2 Professional development will be provided on understanding and using the new curriculum guides and new instructional resources across all content areas.

PD Opportunity 1

Professional development will inform teachers on the instructional resources available to them in all content areas. This will include what and how to plan for MTSS.

Facilitator

Content Area Specialists

Participants

All SOE Teachers

Schedule

Monthly, from 8/7/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	SOE will offer professional development opportunities to build capacity for unpacking standards and reaching the Depth of Knowledge (DOK) required of the standard.			$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	590-Other Materials and Supplies	0391 - South Ocala Elementary School	Title I, Part A		$18,000.00
			Notes: Summer Collaborative Planning			
2	G1.B1.S2.A1	SOE will offer professional development opportunities to build a better understanding on how to effectively use Common Boards throughout instruction.			$0.00
3	G1.B1.S2.A2	The Content Area Specialist and administrators will support classroom teachers in creating Common Boards and model how to use them for standards-based instruction.			$121,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0391 - South Ocala Elementary School	Title, I Part A		$121,000.00
			Notes: Notes			
4	G1.B2.S1.A1	Collaborative planning to design standards-based, differentiated lessons for instruction. This includes pre-school, summer planning opportunities.			$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0391 - South Ocala Elementary School	Title, I Part A		$12,000.00
			Notes: Notes			
5	G1.B2.S2.A1	Professional development will inform teachers on the instructional resources available to them in all content areas. This will include what and how to plan for MTSS.			$161,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0391 - South Ocala Elementary School	Title, I Part A		$2,000.00
			Notes: Notes			
	5100	644-Computer Hardware Non-Capitalized	0391 - South Ocala Elementary School	Title, I Part A		$4,000.00
			Notes: Notes			

	6400	644-Computer Hardware Non-Capitalized	0391 - South Ocala Elementary School	Title, I Part A		$7,200.00
			Notes: Notes			
	5100		0391 - South Ocala Elementary School	Title, I Part A		$148,000.00
			Notes: Paraprofessional salaries, other instructional materials			
6	G1.B3.S1.A1	Monthly PLCs and Data Digs				$0.00
7	G1.B4.S1.A1	Frequent newsletters, mailers, events, parent-teacher conferences, and daily use of a student planner				$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0391 - South Ocala Elementary School	Title, I Part A		$3,200.00
			Notes: Notes			
					Total:	**$315,400.00**