

Marion County Public Schools

Ocala Springs Elementary School



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 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 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C* |

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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 and high school, and on to a higher education; in their personal daily lives, and in society.

School Leadership Team

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 |

Duties

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

Principal:

The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.

Assistant Principal:

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.

Content Area Specialist (Literacy):

The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Guidance Counselor:

The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Dean (Student Services Manager):

The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Early Warning Systems

Year 2017-18

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 | 25 | 14 | 26 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88 |
| One or more suspensions | 11 | 10 | 14 | 19 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| Course failure in ELA or Math | 9 | 20 | 31 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 12 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

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 | 21 | 28 | 39 | 25 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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 |

Year 2016-17 - Updated

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The math lowest 25% component performed the lowest. Data indicates a trend in this component performance. We experienced a 9-point increase in overall math performance in grade 5 and a 4-point

increase in grade 4. When compared to our grade level cohort, we see a 13-point difference in our favor. When compared to the district, OSE experienced a 10-point increase overall for grade 4. Grade 5 demonstrated a 3-point decline in comparison to the district. The state data indicates our performance is substantially below the state in grade 4 and grade 5. Of the lowest 25% in math, 29 of 48 students (60%) students of low socioeconomic status.

Which data component showed the greatest decline from prior year?

ELA lowest 25% showed the greatest decline from the previous year indicating a 15-point decline. Our SWD's and students of low socioeconomic status represent a large portion of this group.

Which data component had the biggest gap when compared to the state average?

The math lowest 25% component showed the biggest gap when compared to the state average. Of 48 students in this component 45 are SWD's and of low socioeconomic status.

Which data component showed the most improvement? Is this a trend?

The science component showed the most improvement. Data indicates this component has been in the same range for the past three years with a 14-point increase this past school year.

Describe the actions or changes that led to the improvement in this area.

During the 2017-2018 school year, a dedicated 55 minute science block for instruction was provided to all grade levels. A science consultant reviewed content expectations of standards, wrote lessons and provided materials ad resources to support effective standards based instruction as well as materials to support science experiments.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 51% | 46% | 56% | 47% | 47% | 52% |
| ELA Learning Gains | 46% | 44% | 55% | 39% | 49% | 52% |
| ELA Lowest 25th Percentile | 33% | 37% | 48% | 33% | 47% | 46% |
| Math Achievement | 53% | 49% | 62% | 48% | 48% | 58% |
| Math Learning Gains | 55% | 46% | 59% | 55% | 47% | 58% |
| Math Lowest 25th Percentile | 29% | 35% | 47% | 31% | 40% | 46% |
| Science Achievement | 59% | 51% | 55% | 48% | 49% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|--------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 25 (40) | 14 (34) | 26 (41) | 10 (30) | 13 (24) | 0 (0) | 88 (169) |
| One or more suspensions | 11 (8) | 10 (8) | 14 (12) | 19 (13) | 10 (8) | 0 (10) | 64 (59) |
| Course failure in ELA or Math | 9 (10) | 20 (10) | 31 (3) | 5 (6) | 9 (16) | 0 (0) | 74 (45) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 12 (0) | 16 (0) | 0 (0) | 28 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 48% | 46% | 2% | 57% | -9% |
| | 2017 | 52% | 50% | 2% | 58% | -6% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 47% | 43% | 4% | 56% | -9% |
| | 2017 | 56% | 52% | 4% | 56% | 0% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | -5% | | | | |
| 05 | 2018 | 52% | 46% | 6% | 55% | -3% |
| | 2017 | 37% | 47% | -10% | 53% | -16% |
| Same Grade Comparison | | 15% | | | | |
| Cohort Comparison | | -4% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 45% | 48% | -3% | 62% | -17% |
| | 2017 | 44% | 48% | -4% | 62% | -18% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 57% | 47% | 10% | 62% | -5% |
| | 2017 | 53% | 55% | -2% | 64% | -11% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 13% | | | | |
| 05 | 2018 | 47% | 50% | -3% | 61% | -14% |
| | 2017 | 38% | 45% | -7% | 57% | -19% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | -6% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 54% | 49% | 5% | 55% | -1% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 18 | 34 | 35 | 16 | 19 | 16 | 39 | | | | |
| ELL | 14 | | | 14 | | | | | | | |
| BLK | 28 | 43 | 39 | 42 | 41 | 13 | 36 | | | | |
| HSP | 42 | 37 | 27 | 49 | 57 | | 50 | | | | |
| MUL | 47 | 36 | | 71 | 82 | | | | | | |
| WHT | 62 | 52 | 28 | 57 | 60 | 35 | 72 | | | | |
| FRL | 44 | 43 | 32 | 47 | 51 | 29 | 48 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 23 | 54 | 39 | 13 | 25 | 15 | | | | | |
| ELL | 9 | | | 9 | | | | | | | |
| BLK | 31 | 43 | 50 | 25 | 24 | 8 | 31 | | | | |
| HSP | 39 | 52 | | 44 | 57 | | 50 | | | | |
| MUL | 82 | | | 73 | | | | | | | |
| WHT | 55 | 61 | 40 | 51 | 54 | 29 | 46 | | | | |
| FRL | 42 | 50 | 43 | 37 | 43 | 26 | 36 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------|---|
| Title | Standards-Based Small Group Instruction (Interventions/Enrichment) |
| Rationale | To assist students in developing an understanding of content in which they are actively engaged at their instructional level, and to also encourage them to apply strategies they will need to become independent learners. 2018 school grade data indicates student performance in the lowest 25% is substantially below district and state averages in both ELA and Math. |
| Intended Outcome | <p>If we engage students in meaningful and effective instructional strategies during small group instruction, then student proficiency will increase:</p> <ul style="list-style-type: none"> - from 51% to 56% in ELA, from 53% to 58% in Math and from 59% to 64% in Science; - learning gains will increase from 46% to 51% in ELA and from 55% to 60% in Math; - learning gains for the lowest 25% will increase from 33% to 43% in ELA and from 29% to 39% in Math; - and the percent of third grade retainees experiencing learning gains will increase from 50% to 100% in ELA and Math according to data from the 2019 Florida Standards Assessment. |
| Point Person | Cassandra Boston (cassandra.boston@marion.k12.fl.us) |
| Action Step | |

| | |
|--------------------|--|
| Description | <ol style="list-style-type: none"> 1. Students in the lowest 25% will be identified from I-Ready and core assessments to form groups for intervention and small group instruction. 2. Students will receive differentiated interventions 30 minutes/day, 5 days/week. 3. Administrative team members will facilitate collaborative planning, PLC, and data analysis meetings (minimum monthly). 4. The Content Area Specialist will provide coaching support and professional development based on teacher needs. 5. Targeted/Differentiated PD will be provided to address student engagement, the use of I-Ready instructional tools, using CKLA to support standards-based instruction, formative assessments. 6. Admin Team/Teacher Learning Walks - Teachers and administrators will visit classrooms to observe best practices according to the CKLA cluster or identified area of focus. This will occur once each semester. 7. Additional support outside of the school day will be provided to meet the needs of |
|--------------------|--|

targeted students.

8. Fast Forward will be used to intervene with third grade retainees.

9. Funds allocated to purchase materials, human resources, and services to support standards-based instruction.

10. The Assistant Principal will monitor I-Ready and core assessment data for students in the lowest 25%.

Person Responsible Cassandra Boston (cassandra.boston@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Members of the administrative team will analyze various student data from school and district assessments to monitor student performance. This data analysis process will provide information to guide professional development, the coaching cycle, and (instructional) support for teachers and paraprofessionals. Data analysis will occur after district core assessments and I-Ready AP1, AP2 and AP3.

Person Responsible Donald Manning (donald.manning@marion.k12.fl.us)

| Activity #2 | |
|-------------------------|--|
| Title | Comprehension |
| Rationale | <p>To improve the opportunity for students to become active learners, proficient readers, and fluent writers across all content areas including the use of technology when applicable. 2018 school grade data indicates student performance in the lowest 25% is substantially below district and state averages in ELA.</p> |
| Intended Outcome | <p>If we engage students in meaningful and effective comprehension strategies during small group instruction, then student proficiency will increase:</p> <ul style="list-style-type: none"> - from 51% to 56% in ELA, from 53% to 58% in Math and from 59% to 64% in Science; - learning gains will increase from 46% to 51% in ELA and from 55% to 60% in Math; - learning gains for the lowest 25% will increase from 33% to 43% in ELA and from 29% to 39% in Math; - and the percent of third grade retainees experiencing learning gains will increase from 50% to 100% in ELA and Math according to data from the 2019 Florida Standards Assessment. |
| Point Person | Stephanie Hall (stephanie.hall@marion.k12.fl.us) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Assess students in the fall (beginning/baseline) and spring (end of the school year) using the I-Ready diagnostic to track growth. 2. Progress monitor students throughout the year using I-Ready, Fountas & Pinnell, QSMA and/or other assessment tools available. 3. Provide students differentiated small group instruction (text coding, eliminating extraneous information, summarizing, academic vocabulary). 4. Students in the lowest 25% will be identified from I-Ready and core assessments to form groups for intervention and small group instruction. 5. Administrative team members will facilitate collaborative planning, PLC, and data analysis meetings (minimum monthly). 6. The Content Area Specialist will provide coaching support and professional development based on teacher needs. 7. Targeted/Differentiated PD will be provided to address student engagement, the use of I-Ready instructional tools, using CKLA to support standards-based instruction, formative assessments. |

8. Admin Team/Teacher Learning Walks - Teachers and administrators will visit classrooms to observe best practices according to the CKLA cluster or identified area of focus. This will occur once each semester.
9. Additional support outside of the school day will be provided to meet the needs of targeted students.
10. Fast Forward will be used to intervene with third grade retainees.
11. Funds allocated to purchase materials, human resources, and services to support standards instruction.
12. The Assistant Principal will monitor I-Ready and Core assessment data for students in the lowest 25%.

Person Responsible Cassandra Boston (cassandra.boston@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Members of the administrative team will analyze various student data from school and district assessments to monitor student performance. This data analysis process will provide information to guide professional development, the coaching cycle, and (instructional) support for teachers and paraprofessionals. Data analysis will occur after district core assessments and I-Ready AP1, AP2 and AP3.

Person Responsible Donald Manning (donald.manning@marion.k12.fl.us)

| Activity #3 | |
|-------------------------|---|
| Title | Math Problem Solving |
| Rationale | To help students develop an understanding of the content in which they are actively engaged, and to encourage them to apply strategies they will need to become independent learners including the use of technology when applicable. 2018 school grade data indicates student performance in the lowest 25% is substantially below district and state averages in Math. |
| Intended Outcome | <p>If we engage students in meaningful and effective math problem solving strategies during small group instruction, then student proficiency will increase:</p> <ul style="list-style-type: none"> - from 51% to 56% in ELA, from 53% to 58% in Math and from 59% to 64% in Science; - learning gains will increase from 46% to 51% in ELA and from 55% to 60% in Math; - learning gains for the lowest 25% will increase from 33% to 43% in ELA and from 29% to 39% in Math; - and the percent of third grade retainees experiencing learning gains will increase from 50% to 100% in ELA and Math according to data from the 2019 Florida Standards Assessment. |
| Point Person | Cassandra Boston (cassandra.boston@marion.k12.fl.us) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Assess students in the fall (beginning/baseline) and spring (end of the school year) using the I-Ready diagnostic to track growth. 2. Progress monitor students throughout the year using I-Ready, QSMA and/or other assessment tools available. 3. Provide students differentiated small group instruction (academic vocabulary, eliminating extraneous information, breaking apart). 4. Students in the lowest 25% will be identified from I-Ready and core assessments to form groups for intervention and small group instruction. 5. Administrative team members will facilitate collaborative planning, PLC, and data analysis meetings (minimum monthly). 6. The Content Area Specialist will provide coaching support and professional development based on teacher needs. 7. Targeted/Differentiated PD will be provided to address student engagement, the use of I-Ready instructional tools, using CKLA to support standards-based instruction, formative assessments. |

8. Admin Team/Teacher Learning Walks - Teachers and administrators will visit classrooms to observe best practices according to the CKLA cluster or identified area of focus. This will occur once each semester.
9. Additional support outside of the school day will be provided to meet the needs of targeted students.
10. Fast Forward will be used to intervene with third grade retainees.
11. Funds allocated to purchase materials, human resources, and services to support standards instruction.
12. The Assistant Principal will monitor I-Ready and Core assessment data for students in the lowest 25%.

Person Responsible Cassandra Boston (cassandra.boston@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Members of the administrative team will analyze various student data from school and district assessments to monitor student performance. This data analysis process will provide information to guide professional development, the coaching cycle, and (instructional) support for teachers and paraprofessionals. Data analysis will occur after district core assessments and I-Ready AP1, AP2 and AP3.

Person Responsible Donald Manning (donald.manning@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Ocala Springs works at building positive relationships with families to increase involvement in many ways. Parents are invited 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, Strong Fathers, Strong Families, PTO membership, SAC membership, parent nights that focus on academic support, awards assemblies, community Boy Scouts membership, the Good News Club, 4-H and other after school activities. These activities are offered on various days and at varied times of the year. The attached Parent and Family Engagement Plan provides an overview of how parents may develop active partnerships.

PFEP Link

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

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.

Our comprehensive school counseling program provides education, prevention and intervention services. Early identification and intervention of children's academic and personal/social needs is essential in promoting academic and personal achievement. The Ocala Springs Elementary School Counseling Program provides the following: School Guidance Curriculum with an emphasis on goal-setting, decision making, peer relationships, coping strategies and effective social skills. Responsive services with emphasis on conflict resolution, at-risk identification and crisis intervention. The school counselor collaborates with parents, school staff, community outreach organizations for resources and networking to meet student needs.

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 DRA2, and to begin developing relationships with students.

MCPS provides an Exceptional Student Education Pre-K Program at Ocala Springs Elementary for eligible three through 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 are given the option to choose 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 begins in April and continues throughout the summer. Marion County Public Schools coordinates 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 during the spring and is advertised through community based flyers, letters sent home with current students, and Skylert messages.

In addition to incoming students, out-going 5th graders are provided the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their transition. Students receive information concerning classes, school environment and also enrichment and extra curricular activities. A guided tour of the middle school campus is included during the visit.

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.

Students are progress monitored bi-weekly, or monthly based on intervention/enrichment needs. Intervention materials are purchased from both general funds and Title I funds. Before/after school tutoring is also paid for with Title I funds. Each student in the school is monitored individually each time they take the I-Ready diagnostic assessments in Reading and Math in addition to common assessments and

formative assessments in grades K through five. The iReady program provides beginning of year, mid-year, and end of year data on student proficiency on reading and math standards.

Title I Part A – The Ocala Springs Elementary Title I program focuses on providing resources to support student learning. These resources include but are not limited to educational technology to foster student engagement and also paraprofessionals who work with students in intervention or enrichment settings. Title I funds also provide opportunities for teacher professional development to enhance instructional practices in order to better meet the needs of students. Additionally, funds are used to provide parent engagement activities to make sure families are aware of services and resources available to them to help in their children's academic progress and school success.

Title I Part C (Migrant Program) - District funds are used to purchase school supplies and to fund a Migrant Liaison that works with schools and families to identify students and provide "need" referrals for families.

Referrals to After School Tutorial Programs are also made in an attempt to improve grades, increase promotion, improve attendance and reduce the dropout rate of our migrant students. Families must meet the federal eligibility to participate in the program.

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 Liaison and Social Worker provides resources (clothing, school supplies, social services referrals, etc.) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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.

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.

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 of Florida 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.

Part V: Budget

Total:

\$227,200.00