

Marion County Public Schools

Shady Hill Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Shady Hill Elementary School

5959 S MAGNOLIA AVE, Ocala, FL 34471

[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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	B*

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.

Our mission at Shady Hill is to create an environment where ALL children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum ability.

Provide the school's vision statement.

Our vision is to provide a positive, family-oriented and engaging environment where children will recognize and achieve their fullest potential.

School Leadership Team

Membership

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

Name	Title
Riedl, Debra	Principal
	Assistant Principal
Johnson, Alexan	School Counselor

Duties

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

School Based Leadership Team including Student Services Manager, Guidance Counselor, Assistant Principal, Content Area Specialist, Intervention Teacher, and one teacher representative from each grade level: Establish, communicate and build consensus among the staff, establish school policies, allocate school resources and support, engage in on-going collaborative data-based problem solving and monitoring to evaluate and update school policies, procedures, and processes. Administration focuses on a continuum of supports which are readily accessible as soon as a student is indicated at risk or off track. Admin works with the school team to develop effective intervention plans, provide proactive supports to ensure active engagement and ensure skill deficits are identified and mitigated. The Content Area Specialist serves as an additional resource and through collaboration provides differentiated coaching and professional development to meet the needs of the individual teachers and students ensuring growth and improvement in reading. The Intervention Teachers focuses on assuring appropriate interventions are in place for the lowest quartile students. The Intervention Teacher works with groups of students to promote continued growth. The leadership team functions as a collaborative team focused on data-driven decisions that will best meet the needs of individual students and promote continuous improvement.

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	18	11	7	12	12	9	0	0	0	0	0	0	0	69
One or more suspensions	2	8	14	20	16	13	0	0	0	0	0	0	0	73
Course failure in ELA or Math	16	15	28	5	8	10	0	0	0	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	23	26	19	0	0	0	0	0	0	0	68

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	22	23	36	38	36	45	0	0	0	0	0	0	0	200

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	1	0	0	13	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	11	0	0	0	0	0	0	0	0	0	11

Date this data was collected

Monday 8/13/2018

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	2	23	15	20	13	12	0	0	0	0	0	0	0	85
One or more suspensions	0	9	4	10	9	7	0	0	0	0	0	0	0	39
Course failure in ELA or Math	0	10	23	6	15	8	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	54	44	63	0	0	0	0	0	0	0	161
	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	19	25	44	37	19	0	0	0	0	0	0	0	144

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	2	23	15	20	13	12	0	0	0	0	0	0	0	85
One or more suspensions	0	9	4	10	9	7	0	0	0	0	0	0	0	39
Course failure in ELA or Math	0	10	23	6	15	8	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	54	44	63	0	0	0	0	0	0	0	161
	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	19	25	44	37	19	0	0	0	0	0	0	0	144

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 bottom quartile in both ELA and Math had the greatest losses from the 2017 to the 2018 FSA administration. SHE lowest performing students overall, did not show learning gains and were underserved according to the results. In 2017 learning gains in ELA were down 12 points, while learning gains in math were down 11 points. This indicates a need for increased focus in standards-based math instruction, and differentiation to meet the needs of all learners. Subcategory data shows that SWD and black minority students continue to struggle compared to like peers. ELA proficiency levels for black students (27) and SWD (21) are significantly below like peers (67). ELA Learning gains continue the trend blacks (36), SWD (26), and whites (40). The trend continues for Math proficiency levels: blacks (41), SWD (30), and Whites (69). Intensive interventions need to be implemented for these learners and an increased instructional focus.

Which data component showed the greatest decline from prior year?

The lowest quartile learning gains in math showed the greatest decline from the prior year (2017). Learning gains declined in both ELA and Math, although proficiency levels increased from prior years. ELA declined 11 points and Math declined 13 points. Minority students show and continued learning gap when compared to their like peers, with blacks having the lowest proficiency levels in ELA and Math and all grade levels.

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

The biggest gap, when compared to the state average for the 2017 FSA administration was in lowest quartile for Math (-13 points). Next largest gap was in Math Learning Gains at -7 points compared to the state, followed by the lowest quartile for ELA (-6 points).

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

Proficiency levels (L3-5) continued to be an area of strength with gains in almost all areas when compared to the previous years. In addition, SHE shows continues to outperform the district in almost all categories and the state in most. This indicates a trend where teachers are proficient with standards-based instruction taught to proficiency. The overall deficit lies in differentiation to meet the needs of the lowest quartile learners and/or struggling learners.

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

The 2017 CIM goal centered on teachers gaining a better understanding of the Florida Standards through relevant Professional Development (PD) opportunities and collaboration that will ultimately impact instruction thus increasing student achievement. Administration team ensured teachers were coached on the Florida Standards, offered opportunities for PD, and collaboration during protected planning time. Data monitoring was utilized to ensure instruction was meeting the needs of learners.

Teachers focused on standards-based instruction, teaching to the depth of the standard, and collaborating with peers. They participated in relevant PD to meet their individual instruction needs sharing best practices and ideas. Teacher collaboration is and on-going focuses on standards-based instruction.

The Assistant Principal focused on offering standards-based PD quarterly and assisting in implementing teachers with standards-based instruction. The Principal utilized walk-throughs, local assessment data, and lesson checks to ensure the fidelity of implementation.

Data was analyzed by the principal as a predictive tool to determine student learning gains and proficiency levels. Data was gather from Unify/Learning Sequence Assessments, formative assessments, classwork, and PLC data. The data proved to be a good source predicting of proficiency levels accurately for most learners. However, a deficit occurred with the lowest quartile of learners.

Paraprofessionals were utilized for instructional support in classrooms. Four paraprofessionals were added to the staff to assist students meeting the expectations of the Florida standards. The principal monitor the effectiveness of the paraprofessionals through evaluations and student data.

These initiates resulted in a continued increase in proficiency levels for grades 3-5 on the FSA.

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	59%	46%	56%	53%	47%	52%
ELA Learning Gains	52%	44%	55%	54%	49%	52%
ELA Lowest 25th Percentile	41%	37%	48%	49%	47%	46%
Math Achievement	63%	49%	62%	57%	48%	58%
Math Learning Gains	51%	46%	59%	47%	47%	58%
Math Lowest 25th Percentile	34%	35%	47%	40%	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	18 (2)	11 (23)	7 (15)	12 (20)	12 (13)	9 (12)	69 (85)
One or more suspensions	2 (0)	8 (9)	14 (4)	20 (10)	16 (9)	13 (7)	73 (39)
Course failure in ELA or Math	16 (0)	15 (10)	28 (23)	5 (6)	8 (15)	10 (8)	82 (62)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (54)	26 (44)	19 (63)	68 (161)

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	65%	46%	19%	57%	8%
	2017	61%	50%	11%	58%	3%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	56%	43%	13%	56%	0%
	2017	55%	52%	3%	56%	-1%
Same Grade Comparison		1%				
Cohort Comparison		-5%				
05	2018	57%	46%	11%	55%	2%
	2017	55%	47%	8%	53%	2%
Same Grade Comparison		2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	48%	20%	62%	6%
	2017	54%	48%	6%	62%	-8%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	58%	47%	11%	62%	-4%
	2017	67%	55%	12%	64%	3%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
05	2018	65%	50%	15%	61%	4%
	2017	53%	45%	8%	57%	-4%
Same Grade Comparison		12%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	49%	10%	55%	4%
	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	21	33	26	20	30	22	17				
ELL	38			38							
BLK	27	33	36	41	39	39	23				
HSP	59	61	58	61	56		60				
MUL	68	57		72	50						
WHT	67	55	40	69	53	27	69				
FRL	48	46	39	52	45	37	51				
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	25	40	38	17	34	35	12				
ELL	44	50		56	50						
BLK	24	38	39	24	41	45	12				
HSP	58	57		68	54		44				
MUL	79	85		74	85						
WHT	71	69	53	70	69	40	72				
FRL	48	54	44	50	56	44	38				

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	Instruction- Student achievement and learning gains will increase for all students and the lowest quartile with an increase in instructional supports.
Rationale	After reviewing multiple pieces of data and the trends identified from the past several years of FSA, the root cause in the decrease in learning gains both ELA and Math for the lowest quartile is a lack focused instructional supports for teachers and students. Learning gains decreased significantly illustrating the need for instructional supports and differentiation of instruction. An intervention teacher is needed to provide additional supports for the lowest quartile learners. The intervention teacher will work with these students continuously to ensure adequate progress is made. Next, paraprofessionals are necessary to work with students as additional support with guidance from the teacher during Tier II and Tier III intervention time. Finally, in order to ensure rigorous and relevant instruction, a Content Area Specialist is needed to support teachers in differentiating instruction to meet the needs of all learners, especially the lowest quartile which shows the greatest gap in achievement.
Intended Outcome	If instructional supports are implemented with fidelity then learning gains will increase for all students from 52% to 62% in ELA, 51% to 61% in math, and in the bottom quartile from 41% to 51% in ELA and 34% to 44% in math.
Point Person	Debra Riedl (debra.riedl@marion.k12.fl.us)
Action Step	
Description	Create paraprofessional schedules that will allow extra assistance in classrooms during Tier II and Tier III Instruction.
	Create a schedule for the Intervention teacher to allow for extra assistance with Tier III interventions for our bottom quartile of students.
	Create a schedule for the Content Area Specialist (CAS) to assist the teacher in implementing specific instructional supports and provide resources designed to increase the rigor and relevance of instruction. The CAS will participate in collaborative planning sessions throughout the year working with grades 3-5 to develop lessons that are geared toward increasing achievement and differentiating to meet the needs of all learners.
Person Responsible	Debra Riedl (debra.riedl@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	This will be monitored through documentation of Problem Solving meetings and Progress Monitoring meetings, as well as classroom walk-throughs during interventions and the ELA block. Effectiveness will be measured via the analysis of I-Ready data (AP1, AP2, AP3 and monthly progress monitoring).
Person Responsible	Debra Riedl (debra.riedl@marion.k12.fl.us)

Activity #2	
Title	Curriculum- Student achievement and learning will increase for all student and the lowest quartile with an increase in data-based decision making and differentiation.
Rationale	After a review of multiple data points the root cause of the decline in the lowest quartile learning gains are a lack of appropriate interventions and differentiation to meet the needs of all learners. In order to ensure that students have access to interventions with differentiation, it is necessary to provide additional access to diagnostic tools. I-Ready, I-Ready professional development, and IXL are research-based, prescriptive, and allows for data collection to monitor progress, as well as support the teachers' skills with analytical data. These programs offer instructional tools for teacher-lead interventions, one-on-one computer-based supports, and on-going progress monitoring for Tier II and Tier III supports.
Intended Outcome	If data-based decision making is implemented with differentiation then the lowest quartile learning gains will increase from 41% to 51% in ELA and 34% to 44% in math.
Point Person	Debra Riedl (debra.riedl@marion.k12.fl.us)
Action Step	
	Purchase the following items to be distributed to ELA and MA classrooms: Chrome Book Carts, 60 Chrome Books, I-Ready teacher tool box and student skill builders, IXL math program, and pay of I-Ready consultant professional development.
Description	Create a schedule for teachers to share the Chrome Books and Cart. Schedule the I-Ready consultant for teacher professional development in the Fall and Spring of the 2018-19 school year.
Person Responsible	Debra Riedl (debra.riedl@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	I-Ready monthly progress monitoring data will be analyzed, as well as I-Ready Diagnostic data (This will occur 3 times a year with AP1, AP2, and AP3). IXL reporting to monitor student progress in math on a monthly basis. Teachers will monitor individual student progress via monthly data reports, and administration will support this process during collaborative planning, Progress Monitoring meetings, and Problem-solving meetings. Formative Assessments are an on-going tool developed and monitored by classroom teachers. The data will be collected and utilized during collaborative planning in order to drive instruction. This will aide teachers in purposeful data-based differentiation.
Person Responsible	Debra Riedl (debra.riedl@marion.k12.fl.us)

Activity #3	
Title	Process- Student achievement and learning gains will increase with parent engagement and supports.
Rationale	After review of multiple data points, an increase in parental involvement and supports for students' continuation of at-home learning will result in an increase in achievement and learning gains for all students. Parents need information about how their individual students are performing and how they may assist both the struggling learner and enrich the high achieving learners. In order to keep our parents well informed we will be hosting several parent nights throughout the year. Parents will be offered information and educational tips in a variety of ways: website, alert-now messages, parent nights, open house, meet-the-teacher, and print media.
Intended Outcome	If parents are better informed about the rigorous requirements of the Florida State Standards and engaged in assisting their students educational experiences then student achievement and learning gains will increase (ELA learning gains from 52% to 62%, Math learning gains from 51% to 61%).
Point Person	Debra Riedl (debra.riedl@marion.k12.fl.us)
Action Step	
Description	Create a schedule of events and update them in the student planner. For example open house, volunteer breakfast, fall festival, career day, and SAC meetings.
	Update the Title I Student Compact and Handbook.
	Create and send home fliers, news letters (Hoof Beats-Monthly), and notices of upcoming events like the A/AB honor roll awards ceremony
	Schedule four parent nights (one per quarter) with tips and tricks to improve learning. Each parent night will have a different focus. The first parent night will focus on sharing Title I information. The second parent night will focus on tips for at-home practice and support of math/reading literacy for their students. The third parent night will focus on the power of reading and the final parent night will focus on preparing students for the FSA testing that starts in May. Test anxiety and endurance are factors our students face each year.
	Update web site with schedule information.
	Ensure a paper-based option is available for parents who are unable to attend face-to-face meetings.
Person Responsible	Ensure all information is provided in a Spanish and English version.
	Materials needed: copy paper, planners, calendars, stamps, ink and copy paper.
Plan to Monitor Effectiveness	
Description	We will seek parent input via parent surveys, committees and the PTA. In addition, we will look at student performance (i-Ready, DRA, classroom formative assessments and summative assessments like the science CSMA) to provide specific tips geared toward individual students for at-home practice. In addition, results will be monitored via the classroom teachers formative assessments and feedback to their students. Teachers will

utilize I-Ready date from AP1-3 and monthly progress monitoring to ensure students are progressing well. Administration will monitor collaborative planning session aiding teacher in focusing on data-based decision making. Administration will also monitor student growth via I-Ready at AP1, AP2, and AP3.

Person Responsible Alexan Johnson (alexan.johnson@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.

The school plans to build positive relationships with parents, families, and other community stakeholders through activities that engage the whole community. We will host several face-to-face activities like: open house, the fall festival, STEAM showcase, in addition, community stakeholders are invited to the campus for the annual career. The career fair offers stakeholders the opportunity to showcase their businesses and offers students real world relevance to the Florida Standards they learn daily.

Inviting stakeholders to share their opinions and needs via surveys, committees and conversations will ensure a team approach to student achievement and learning. Our goal is to ensure rigorous and relevant learning experiences. Involving the whole school-community builds relationship among, parents, students, and al stakeholders.

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 school, like other schools in our county has a problem-solving team that meets regularly to discuss the needs of our students. In order for students to learn, their social-emotional needs must be met. The team may consist of the Assistant Principal, Guidance Counselor, School Psychologist, Behavior Specialist, Dean of Students, Social Worker, and often times the Speech/Language Pathologist or other related service specialist. If a student has a need often times the Problem Solving Team meets to discuss how to best help the student, or the Guidance Counselor may speak to the student. The Guidance Counselor may bring in the Assistant Principal or other members of the team as needed. Our Social Worker is used to visit homes and offer resources that may help the child's social-emotional needs be met. Collectively, we help to provide services and assistance to families whose children need assistance. The strong communication skills of the team is the key ingredient to helping students. "Project About School Safety" (PASS) is a new program that will provide preventive mental health services to our students as a collaborative effort within the Multi-Tiered System of Supports (MTSS). This program is part of a the ISF grant through the University of Florida. The goal of this school-community collaborative model is to improve school climate and safety, reduce discipline problems, reduce exposure to bullying, and improve student mental health and behavioral health.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten registration is 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. 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.

Students who transfer to us within the district are easily monitored using systems we have in place that are consistent from school to school. Data is transferred in Unify, Skyward and through our Student Management System. When schools receive records, we have additional progress monitoring data (I-Ready, DRA) that assists us in making placement decisions for students. School administrators also network in order to provide consistent instruction to students.

Outgoing fifth grade students participate in an orientation hosted by the school. Area middle schools make an on-sight visit to provide students with supports and information on the middle school curriculum and format. In addition, we take an on-sight visit to an area middle school to help our student become familiar with the campus.

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.

Shady Hill's MTSS leadership team will meet weekly to discuss most recent data, tier 2 and tier 3 students and observations of tier 1 core curriculum being taught in classrooms. Team members will discuss resources available to teachers and staff.

Title I Part A - Services are provided to ensure students requiring additional remediation (outside of the Intervention block and regular reading block) are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

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- We use much of our Title I dollars for staff development, tutoring our low performing students, hiring a reading coach to assist our teachers, as well as hiring several para professionals to give additional assistance to our students.

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.

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.

Voluntary Pre-Kindergarten Program: 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....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

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

N/A

Part V: Budget

Total:

\$224,022.00