South Ocala Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	56%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	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.

South Ocala Elementary School 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.

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 and to develop successful and well-rounded students who will one day become local and global leaders.

School Leadership Team

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

Name	Title
Callaway, Stephanie	Principal
Werhner, Nicole	Instructional Coach
Chauncey, Danielle	Assistant Principal
Brown, Alicia	School Counselor
Boyd, Krista	Dean
Mcconnell, Laurie	Instructional Coach
Prophet, Dontay	Paraprofessional

Duties

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

The principal provides a common vision for data based decision making and ensures that the school routinely collaborates to understand the root causes for barriers to teaching and learning. The principal is responsible for establishing and sustaining a positive school culture where all stakeholders see themselves as necessary and contributing members to the work of the school. The principal is responsible for recruiting and retaining highly qualified faculty and staff and plans yearlong professional development that (1) is researched-based and aligned to the standards, (2) is reflective of highly effective pedagogy, and (3) increases the capacity of the school's faculty and staff for improved learning outcomes. The principal approves the master schedule, creates and operates all fiscal budgets, manages all facilities, and creates a yearlong calendar of family engagement. Jointly, the principal and assistant principal evaluate the instruction program. The principal monitors early warning indicator and ensures Plan, Do, Check, Act throughout the school year. The principal creates a master schedule of collaborations for all stakeholders and ensures a safe, positive school climate!

The assistant principal creates a master schedule, including special areas, interventions, and duty schedules for all support staff. The AP monitors the execution of all curriculum and assessment

calendars and is responsible for hosting all MTSS "Tier Talk" meetings. The AP monitors all grade reporting throughout the year and is responsible for all curriculum materials, including technology.

Content area specialists are responsible for modeling, coaching, and supporting rigorous and engaging instruction of the Florida Standards. CASs are responsible for using data to assist teachers in instructional planning and they facilitate collaboration among teachers and staff. CASs are responsible for being experts in the subjects taught at the school and demystify prerequisites, DOK, vocabulary, and scaffolding techniques.

The dean, school counselor, and behavior technician support students, families, and staff in achieving the academic, social-emotional and behavioral goals. Each is responsible for evaluating deficits in any of the three areas and problem-solving with intentional strategy to eliminate the barrier for learning. Each plays a vital role in advocating for students and ensuring equity for learning.

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	15	13	17	4	13	6	0	0	0	0	0	0	0	68
One or more suspensions	4	11	14	6	20	8	0	0	0	0	0	0	0	63
Course failure in ELA or Math	2	22	0	10	3	0	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	32	35	32	0	0	0	0	0	0	0	99
	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	8	4	29	18	7	0	0	0	0	0	0	0	66

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	10	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	6	0	0	0	0	0	0	0	0	0	6

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	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

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	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

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?

ELA bottom quartile learning gains. No, 52% of students made a learning gain Spring 2017.

Which data component showed the greatest decline from prior year?

ELA bottom quartile learning gains 52% to 24%

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

3rd grade ELA 37% to 57%

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

3rd grade Math (31% to 46%). This data is more closely aligned to Spring 2016 data.

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

Unknown. New administration in 2017.

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	38%	46%	56%	46%	47%	52%
ELA Learning Gains	38%	44%	55%	42%	49%	52%
ELA Lowest 25th Percentile	24%	37%	48%	32%	47%	46%
Math Achievement	49%	49%	62%	40%	48%	58%
Math Learning Gains	56%	46%	59%	37%	47%	58%
Math Lowest 25th Percentile	30%	35%	47%	37%	40%	46%
Science Achievement	58%	51%	55%	42%	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	15 (0)	13 (16)	17 (9)	4 (13)	13 (2)	6 (12)	68 (52)
One or more suspensions	4 (0)	11 (9)	14 (6)	6 (11)	20 (8)	8 (14)	63 (48)
Course failure in ELA or Math	2 (0)	22 (0)	0 (2)	10 (4)	3 (10)	0 (13)	37 (29)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (0)	35 (19)	32 (31)	99 (50)
	0 (0)	0 (0)	0 (0)	0 (12)	0 (0)	0 (0)	0 (12)

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	37%	46%	-9%	57%	-20%
	2017	53%	50%	3%	58%	-5%

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Same Grade Comparison		-16%					
Cohort Comparison							
04	2018	40%	43%	-3%	56%	-16%	
	2017	46%	52%	-6%	56%	-10%	
Same Grade Comparison		-6%					
Cohort Comparison		-13%					
05	2018	46%	46%	0%	55%	-9%	
	2017	45%	47%	-2%	53%	-8%	
Same Grade Comparison		1%					
Cohort Comparison		0%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	46%	48%	-2%	62%	-16%	
	2017	31%	48%	-17%	62%	-31%	
Same Grade Comparison		15%					
Cohort Comparison							
04	2018	50%	47%	3%	62%	-12%	
	2017	53%	55%	-2%	64%	-11%	
Same Grade Comparison		-3%					
Cohort Comparison		19%					
05	2018	54%	50%	4%	61%	-7%	
	2017	42%	45%	-3%	57%	-15%	
Same Grade Comparison		12%					
Cohort Comparison		1%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	58%	49%	9%	55%	3%	
	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	19	10	11	17	10	20	9				
ELL	31			36							
BLK	20	31	29	22	40	23	18				
HSP	45	44		51	48		40				

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
MUL	37			53							
WHT	48	39	18	64	68	46	82				
FRL	30	31	25	38	49	27	45				

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	16	48	50	28	55	55	60				
BLK	28	41	37	19	46	39	29				
HSP	48	67		50	57						
MUL	90			60							
WHT	58	53	80	51	63	50	68				
FRL	36	47	48	27	48	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	Bottom Quartile Learning and Achievement
Rationale	Greater Return on Investment (ROI) is needed for this subgroup of students to reflect equity in learning.The school must routinely examine deficits for root causes and work to eliminate barriers to learning.
Intended Outcome	If intervention Tiers of instruction are strategic, intensive, and within the students' zone of proximal development, then bottom quartile students will make a learning gain in ELA and Math. The intended results is that 50% or more of the bottom quartile students will show a year's growth in a year's time as measured by high-stakes test and iReady.
Point Person	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)

Action Step	
Description	Analyze performance data to identify areas of greatest need. Plan initial and intervention instruction to eliminate/reduce skill deficits. Evaluate and improve instructional delivery for effective and engaging pedagogy. Plan, Do, Check, Act throughout the school year for quality assurance and in order to revise instructional plans based upon students' response to instruction. Routinely communicate and collaborate with all stakeholders to explore ways they can support learning.
Person Responsible	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Evaluate intervention efficacy through performance data analysis: iReady, Quarterly Mastery Assessments, Comprehensive Mastery Assessments, Write Score, Course Performance, Teacher Evaluation, and Learning Walks.
Person Responsible	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)

Activity #2	
Title	Tier I Instructional Planning and Delivery
Rationale	Standards-based mastery is needed to create a trajectory of proficiency for all students. Help students learn priority skills deeply.
Intended Outcome	If Tier I instruction is aligned to the standards, differentiated, and creatively engaging, student performance in core subjects through differentiated, learner-centered instruction will improve. The intended outcome will include a 10% increase in proficiency rates as measured through high-stakes tests and 70% of students will exit the school year at or above grade level in reading as measured by iReady.
Point Person	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)
Action Step	
Description	Examine student performance data. Define key attributes of learners. Evaluate available resources best-matched to students' instructional needs. Collaboratively plan standards-based instruction for flexible groups. Ensure active, personalized learning. Routinely evaluate students' response to instruction. Plan, Do, Check, Act.
Person Responsible	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Evaluate instructional efficacy through performance data analysis: iReady, Quarterly Mastery Assessments, Comprehensive Mastery Assessments, Write Score, Course Performance, Teacher Evaluation, and Learning Walks.
Person Responsible	Stephanie Callaway (stephanie.callaway@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.

Parent Family Engagement Plan

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.

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. The Dean of Students and Behavior Technician provide daily support and "check in-check out" with Tier 2 and 3 behavior students. The district has offered "Social Emotional Learning" for this year and South Ocala Elementary will participate.

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 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.

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" intervention design is effective

The implementation of Student Assistant Team 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. The team meets to discuss individual students on an "as needed" basis.

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.

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

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

The Florida Standards articulate the bodies of knowledge and skills that students need in a K-12 continuum toward college and/or workforce readiness. Florida Shines is used to assist middle and high school students in career planning. Marion Technical College and Community Technical Education provide a variety of industry and trade certifications as detailed in Career Pathways.

Part V: Budget	
Total:	$218,406.00