South Ocala Elementary School

2019-20 Schoolwide Improvement Plan

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South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Diana Elysee

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (42%) 2016-17: C (50%) 2015-16: D (39%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	D

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Part I: School Information

School Mission and Vision

Provide the school's mission 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, well-rounded students who will one day become local and global leaders.

Provide the school's vision statement.

Quality teaching and learning at South Ocala Elementary are built on the foundation of a safe, engaging, and dynamic learning environment where instruction is standards-based, data-driven, and differentiated. We uphold high expectations with respect for a diverse community and expect all students to achieve to their highest potential!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Callaway, Stephanie	Principal	Lead the school in all areas of the 5 Essentials
Werhner, Nicole	Instructional Coach	Support curriculum, instruction, and assessment K-5 literacy.
Brown, Alicia	School Counselor	Support counseling services and MTSS school-wide.
Boyd, Krista	Dean	Support positive behavior support and enforce the Code of Student Conduct through the Quality Referral Process school-wide.
Mcconnell, Laurie	Instructional Coach	Support curriculum, instruction, and assessment K-5 Mathematics.
Streater-McAllister, Anna	Assistant Principal	Lead the school in all areas of the 5 Essentials
Cabrales, Maria	Instructional Coach	Lead the school in MTSS and differentiated instruction across all tiers.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	91	99	122	123	120	0	0	0	0	0	0	0	659
Attendance below 90 percent	19	12	17	20	12	17	0	0	0	0	0	0	0	97
One or more suspensions	6	2	11	21	10	22	0	0	0	0	0	0	0	72
Course failure in ELA or Math	7	11	21	8	9	4	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	39	39	44	0	0	0	0	0	0	0	122

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	13	31	41	28	56	0	0	0	0	0	0	0	183

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	29	18	7	0	0	0	0	0	0	0	66

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	29	18	7	0	0	0	0	0	0	0	66

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	47%	57%	49%	52%	55%
ELA Learning Gains	52%	56%	58%	51%	57%	57%
ELA Lowest 25th Percentile	44%	52%	53%	52%	53%	52%
Math Achievement	56%	51%	63%	42%	52%	61%
Math Learning Gains	66%	58%	62%	58%	54%	61%
Math Lowest 25th Percentile	52%	49%	51%	44%	43%	51%
Science Achievement	52%	47%	53%	55%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	91 (0)	99 (0)	122 (0)	123 (0)	120 (0)	659 (0)
Attendance below 90 percent	19 (15)	12 (13)	17 (17)	20 (4)	12 (13)	17 (6)	97 (68)
One or more suspensions	6 (4)	2 (11)	11 (14)	21 (6)	10 (20)	22 (8)	72 (63)
Course failure in ELA or Math	7 (2)	11 (22)	21 (0)	8 (10)	9 (3)	4 (0)	60 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (32)	39 (35)	44 (32)	122 (99)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	44%	12%	58%	-2%
	2018	37%	46%	-9%	57%	-20%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	52%	49%	3%	58%	-6%
	2018	40%	43%	-3%	56%	-16%
Same Grade Comparison		12%				
Cohort Comparison		15%				
05	2019	47%	45%	2%	56%	-9%
	2018	46%	46%	0%	55%	-9%
Same Grade Comparison		1%				
Cohort Comparison		7%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	49%	4%	62%	-9%
	2018	46%	48%	-2%	62%	-16%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	61%	54%	7%	64%	-3%
	2018	50%	47%	3%	62%	-12%
Same Grade Comparison		11%				
Cohort Comparison		15%				
05	2019	49%	45%	4%	60%	-11%
	2018	54%	50%	4%	61%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	44%	8%	53%	-1%
	2018	58%	49%	9%	55%	3%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	42	44	39	72	65	17				

2019 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 2017-18	C & C Accel 2017-18
ELL	31	33		40	58						
BLK	33	43	48	29	59	63	13				
HSP	53	38	30	56	70	50	53				
MUL	50	69		38	50						
WHT	65	58	47	72	69	38	62				
FRL	45	48	48	48	63	54	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
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade ELA at 47% proficient; however, the cohort comparison shows a 7% increase. Impact variable might include two teachers new to the grade level.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th grade Science at a decline of 6%. Fewer students proficient in ELA, which might correlate to reading in the sciences. The school did not have a Science coach this year to support teaching and learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade math at 49% compared to state at 60% proficient. The rate of change found in cohort comparison is -1%. One new teacher to the grade level/subject area.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd grade ELA. Effective Tiers of instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
Academic Adjustment

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improving performance through differentiated instruction and effective use of formative assessment data

2. Improve on-time, daily attendance
3. Academic adjustment of black students

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Effective Use of Formative Assessment Data
Rationale	Strategies to improve the use of formative assessment data are needed to effectively differentiate instruction so that all students make a year's growth in a year's time.
State the measurable outcome the school plans to achieve	If teachers effectively use formative assessment data to strategically plan differentiated instruction, then learning outcomes, as measured by FSA, FCAT Science, and iReady will show: (1) more than 60% of students will achieve proficiency (2019 SY 54%) (2) more than 65% of students will make a learning gain (2019 SY 59%) (3) more than 55% of bottom quartile students will make a learning gain (2019 SY 48%)
Person responsible for monitoring outcome	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)
Evidence-based Strategy	Differentiated Instruction and the effective use of formative assessment data to plan future instruction. The primary strategy to anchor yearlong conversations about how to effectively use formative assessment to best meet students' learning needs is OSCAR: Objective, Starting Position, Criteria, Action Stages, and Reflection.
Rationale for Evidence-based Strategy	Vygotsky's Zone of Proximal Development (ZPD) and the instructional practice of scaffolding are fundamental characteristics of effective instruction. Teachers must be able to plan instruction that will move a student from one level of understanding to the next and more challenging level. Since students experience learning at different rates and have different needs, teachers must differentiate instruction and learning tasks accordingly.

Action Step

Description	1. Analyze student performance data to identify areas of greatest need (by grade level, subject, teacher, student, and subgroups). 2. Yearlong book study-DI Made Practical: Engaging the Extremes through Classroom Routines 3. Yearlong progress monitoring through Tier Talks (PMP/EWI), Data Digs, and Curriculum Chats. 4. Utilize academic coaches, learning walks, MCIES, and other yearlong collaborations to sustain a focus on differentiated instruction through effective use of formative assessment.
Person Responsible	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)

#2	
Title	Attendance
Rationale	School Attendance= Student Success Research is increasingly showing that attendance at all ages is incredibly important and is directly correlated to student success and graduation rates.
State the measurable outcome the school plans to achieve	If school stakeholders are engaged in education and empowered to fully participate, then the school will sustain a "Daily Average Attendance" at or above 95% as measured by monthly attendance averages. The monthly average for last year was 93%.
Person responsible for monitoring outcome	Alicia Brown (alicia.brown@marion.k12.fl.us)
Evidence-based Strategy	Educate the local community on the importance of attendance. Engage families and students in the educational process. Incentive on time school attendance.
Rationale for Evidence-based Strategy	Daily, on-time attendance ensures an equitable education.
Action Step	
Description	1. School wide attendance campaign 2. Fully utilize all resources in the school and community to support at-risk students 3. Routine monitoring of attendance data 4. Teacher professional development for engaging students and families 5. Family engagement events to help parents see the importance of a high-quality education
Person Responsible	Alicia Brown (alicia.brown@marion.k12.fl.us)

#3	
Title	Equitable learning outcomes for ALL students - Federal Index
Rationale	2019 Federal Index data shows that ALL subgroups at the school are 'at or above' the 41% threshold; however, black students underperform white students by 18%. Intentional and strategic work must occur to reduce or eliminate this gap in performance.

State the measurable outcome the school plans to achieve	If educators apply MTSS and effectively differentiate instruction to eliminate learning deficits, then black students (2019 SY 41%) will perform within 10% of white students (2019 SY 59%) as measured by FSA.
Person responsible for monitoring outcome	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)
Evidence-based Strategy	8 Step Problem Solving to address the academic adjustment of black students
Rationale for Evidence-based Strategy	Mindset, motivation, and self worth/efficacy are shown in the research to influence academic adjustment and school performance.

Action Step	
Description	1. Analyze student performance data to identify areas of greatest need 2. Growth Mindset PD for teachers, students, and families 3. Utilize Sanford Harmony for SEL 4. Provide a community mentor program (check-in, check-out) 5. Yearlong progress monitoring through Tier Talks (PMP/EWI), Data Digs, and Curriculum Chats 6. Utilize academic coaches, learning walks, MCIES, and other yearlong collaborations to sustain a focus on the academic adjustment of black students
Person Responsible	Stephanie Callaway (stephanie.callaway@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Our site-based Parent & Family Engagement (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting
To provide an explanation of Title I and begin the ongoing discussion of schoolwide participation and of its link to student achievement.
September 2019
Muffins with Mom
To encourage parent/family involvement in the school's educational program by providing helpful tools and tips for at-home literacy.
October 2019
Donuts with Dad
To encourage parent/family involvement in the school's educational program by providing helpful tools and tips for at-home mathematics.
November 2019
Strong Fathers, Strong Families
To encourage parent/family involvement in the school's educational program by highlighting student work and providing helpful tools and tips to support student academic and behavior needs.
January 2020
Literacy with Love & STEAM Showcase
To encourage parent/family involvement in the school's educational program by highlighting student work and providing helpful tools and tips for at-home literacy and math, and in preparation for FSA.
February 2020
Granola with Grandparents
To encourage parent/family involvement in the school's educational program by providing helpful tools and tips for at-home literacy.
March 2020

PFEP Goal: If the school effectively engages families in education by providing at-home strategies for academic and social-emotional learning, then students' are more likely to achieve school success as measured by i-Ready, Q/CSMA, and FSA.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to

raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.
Crisis Response Resources:
Information and resources to assist parents and educators help students through a time of crisis:
Talking to Children About Violence: Tips for Parents and Teachers
Bullies and Victims: A Primer for Parents
When Grief/Loss Hits Close to Home: Tips for Caregivers
Care for the Caregiver: Tips for Families and Educators
What You CAN Do - Meaningful Action Matters in the Face of Violence
Helping Children Cope With Traumatic Events
Trauma Informed Care Resources
Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide
Prevensión del Suicidio Juvenil: Consejos para Padres y Educadores?

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

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student 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.

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

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM curriculum, off and on campus field trips, and business and community volunteers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Effective Use of Formative Assessment Data				$287,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0391 - South Ocala Elementary School	Title, I Part A	3.0	$193,000.00
			Notes: Notes			
	5100	150-Aides	0391 - South Ocala Elementary School	Title, I Part A	1.0	$26,276.00
			Notes: Notes			
	5100	369-Technology-Related Rentals	0391 - South Ocala Elementary School	Title, I Part A		$11,100.00
			Notes: Notes			
	5100	510-Supplies	0391 - South Ocala Elementary School	Title, I Part A		$24,000.00
			Notes: Notes			
	5100	590-Other Materials and Supplies	0391 - South Ocala Elementary School	Title, I Part A		$6,000.00
			Notes: Notes			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0391 - South Ocala Elementary School	Title, I Part A		$11,000.00
			Notes: Notes			

	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0391 - South Ocala Elementary School	Title, I Part A		$3,000.00
			Notes: Notes			
	6150	370-Communications	0391 - South Ocala Elementary School	Title, I Part A		$400.00
			Notes: Notes			
	6150	390-Other Purchased Services	0391 - South Ocala Elementary School	Title, I Part A		$2,000.00
			Notes: Notes			
	6150	510-Supplies	0391 - South Ocala Elementary School	Title, I Part A		$1,500.00
			Notes: Notes			
	6300	120-Classroom Teachers	0391 - South Ocala Elementary School	Title, I Part A		$6,871.00
			Notes: Notes			
	6400	510-Supplies	0391 - South Ocala Elementary School	Title, I Part A		$2,231.00
			Notes: Notes			
2	III.A.	**Areas of Focus: Attendance**				**$0.00**
3	III.A.	**Areas of Focus: Equitable learning outcomes for ALL students - Federal Index**				**$0.00**
					Total:	**$287,378.00**