

Marion County Public Schools

Ocala Springs Elementary School



2019-20 Schoolwide Improvement Plan

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Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[no web address on file]

Demographics

Principal: Michelle Cino

Start Date for this Principal: 7/8/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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: C (48%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (43%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* 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 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to empower our students to use higher order thinking skills, responsible decision making strategies, and problem solving skills necessary to grow academically and socially. Teachers and staff will utilize various forms of data to make instructional decisions that are best for all students.

Provide the school's vision statement.

At Ocala Springs, our vision is to enhance our instructional delivery in all areas with the purpose of developing successful citizens - every student, every day.

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
Cino, Michelle	Principal	<p>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.</p>
Manning, Donald	Assistant Principal	<p>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.</p>
Hall, Stephanie	Instructional Coach	<p>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.</p>
Ulrich, Angela	School Counselor	<p>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.</p>
Tarantino, Matthew	Dean	<p>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</p>

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	15	27	9	26	4	18	0	0	0	0	0	0	0	99
One or more suspensions	17	11	12	32	22	27	0	0	0	0	0	0	0	121
Course failure in ELA or Math	8	17	31	17	16	13	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	37	30	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	21	28	34	46	41	48	0	0	0	0	0	0	0	218

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	14	0	0	0	0	0	0	0	0	0	15
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)

33

Date this data was collected or last updated

Wednesday 7/24/2019

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

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

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	53%	47%	57%	50%	52%	55%
ELA Learning Gains	55%	56%	58%	58%	57%	57%
ELA Lowest 25th Percentile	48%	52%	53%	48%	53%	52%
Math Achievement	51%	51%	63%	46%	52%	61%
Math Learning Gains	53%	58%	62%	48%	54%	61%
Math Lowest 25th Percentile	31%	49%	51%	26%	43%	51%
Science Achievement	44%	47%	53%	45%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	15 (25)	27 (14)	9 (26)	26 (10)	4 (13)	18 (0)	99 (88)
One or more suspensions	17 (11)	11 (10)	12 (14)	32 (19)	22 (10)	27 (0)	121 (64)
Course failure in ELA or Math	8 (9)	17 (20)	31 (31)	17 (5)	16 (9)	13 (0)	102 (74)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	37 (12)	30 (16)	32 (0)	99 (28)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

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	48%	44%	4%	58%	-10%
	2018	48%	46%	2%	57%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	50%	49%	1%	58%	-8%
	2018	47%	43%	4%	56%	-9%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	46%	45%	1%	56%	-10%
	2018	52%	46%	6%	55%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	49%	-6%	62%	-19%
	2018	45%	48%	-3%	62%	-17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	52%	54%	-2%	64%	-12%
	2018	57%	47%	10%	62%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		7%				
05	2019	45%	45%	0%	60%	-15%
	2018	47%	50%	-3%	61%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	44%	-2%	53%	-11%
	2018	54%	49%	5%	55%	-1%
Same Grade Comparison		-12%				
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	16	41	35	20	36	35	19				
ELL	46	40		38	50						
BLK	34	50	43	36	44	21	28				
HSP	50	47		43	53		29				
MUL	60	58		67	50						
WHT	59	59	43	56	55	26	50				
FRL	48	54	46	47	50	31	38				
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				

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)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	371

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	50
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	45
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.

Bottom Quartile in math only made 31% gains, up 2% from last year. Low math growth in the bottom quartile is a trend. 2016 - 31%; 2017 - 26%; 2018 - 29%. After walking through classrooms during instruction, teachers are not teaching to the rigor of the standard, and independent practice is low rigor. Teachers have not had the opportunity to meet with administration to discuss math data specifically on a weekly basis. There were substitutes in 2 classrooms until November, when certified were hired.

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

Science Achievement dropped from 59% to 44%. Student behavior played a factor in time on task. Teachers did not spend time specifically planning for science instruction, based on standards.

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.

3rd grade math data had the biggest gap with 19 points below the state average. In our sub groups, math learning gains in the bottom quartile for black students was 13% and students with disabilities, 16%. After walking through classrooms, some teachers did not teacher to the rigor of the standard.

Very few teachers did guided math instruction using data to differentiate for students. Support facilitators rarely worked with their students in small groups.

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

The bottom quartile in ELA showed the greatest gains. Teachers implemented Top Score writing in February. Mentors were created for our bottom % students. Teachers focused on these students during iReady professional development and planning

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

Course failures is a concern. The number of course failures is significantly lower than the students earning a level 1 on the FSA. This indicates that parents and families are not aware of their students' progress on grade level standards work.

Another area of concern is number of out of school suspensions.

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

1. Math Learning Gains in the bottom quartile
2. ELA Learning Gains in the bottom quartile
3. BLK Learning Gains (Federal Index Indicator)
4. SWD Learning Gains (Federal Index Indicator)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Delivery of Data Based Interventions & Remediation to ensure growth for all students
Rationale	If we focus on interventions being delivered with fidelity and small group remediation during the ELA and math blocks, growth in our 4th and 5th grade students based on the 2020 FSA will improve.
State the measurable outcome the school plans to achieve	If our students in our lowest quartile and Federal Index subgroups get remediation and interventions done with fidelity, learning gains will improve from 31% in math to 51% in grades 4 and 5 as measured by FSA. Our learning gains in the bottom quartile will improve from 48% to 60% in ELA as measured by FSA.
Person responsible for monitoring outcome	Michelle Cino (michelle.cino@marion.k12.fl.us)
Evidence-based Strategy	<p>Students will receive research based interventions during the MTSS block for reading and small group instruction and remediation during the math block.</p> <p>4th & 5th grade students will be placed into reading interventions or acceleration groups during the MTSS block based on 2018-2019 FSA ELA scores and AP1 iReady data. Students will also receive the intervention placement test before going into a specific program to ensure effectiveness.</p>
Rationale for Evidence-based Strategy	<p>Students will receive math remediation and interventions based on 2019 FSA Math scores and AP1 iReady data. Teachers will determine what area of math individuals are struggling in, and provide small group instruction and intervention.</p> <p>Teachers and leadership team will review QSMA and iReady data from both benchmark and progress monitoring assessments to determine the effectiveness of the interventions and remediation. Interventions will be fluid throughout the year based on determinations during PMP meetings.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Meet with teachers after iReady AP1 to look at data and determine needs for individual students in reading and math. 2. CAS and leadership will give students placement tests for the MTSS block. 3. Teachers will receive training and modeling in their specific interventions from both district and school based personnel. 4. Teachers will participate in weekly planning meetings and a monthly meeting with administration to look at intervention and classroom data to determine effectiveness of the interventions and if placement is appropriate.
Person Responsible	Michelle Cino (michelle.cino@marion.k12.fl.us)

#2	
Title	Family Partnership and Participation
Rationale	Focusing on areas of improvement based on data for each grade level and bringing parents/families in to participate in ongoing training with home activities to support the areas of need will increase proficiency and growth overall while building relationships.
State the measurable outcome the school plans to achieve	If parents/guardians participate in the partnership and growth project, our overall growth in ELA will increase from 55% to 65% and growth in math will increase from 53% to 64%.
Person responsible for monitoring outcome	Stephanie Hall (stephanie.hall@marion.k12.fl.us)
Evidence-based Strategy	After AP1 in iReady, grade-levels will determine the biggest need in math and reading for their grade-level. Teachers will then develop a training for parents and students to participate in. For instance, if math facts are an area of need for 3rd grade, teachers will train parents in strategies to use at home, share current class and individual student data, and provide at-home activities for parents to do with their students for 9 weeks. Teachers will also explain what 'on grade-level' means to those families. Parents will then return to school to look at the effectiveness of the work done at home and discuss questions and successes.
Rationale for Evidence-based Strategy	Parents and guardians are often surprised by their child's assessment scores and grades. Research shows that parents often don't understand what 'on grade-level' actually looks like for each grade. Leadership and teachers will use growth monitoring and classroom assessments to determine the effectiveness of this initiative.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers and leadership will determine a critical area of need in each grade-level 2. Develop a plan to present materials and information to parents as a group. <ol style="list-style-type: none"> a. Teachers will look at resources that parents can use at home. b. Teachers and Admin. will work together to come up with the presentations for the evenings. c. Materials will be put together for families by the leadership team. 3. Hold a 'Family Partnership' evening at school where teachers present to families. 4. Monitor the data based on the area of need for each grade-level. 5. Teachers will look at data after 9 weeks and determine if a new area of need should be presented or whether to continue with the current one.
Person Responsible	Donald Manning (donald.manning@marion.k12.fl.us)

#3	
Title	Student Proficiency
Rationale	If we delivery rigorous standards based instruction and weekly data & planning meetings, student proficiency will improve based on the FSA and NGSSS Science Assessment.
State the measurable outcome the school plans to achieve	If we deliver rigorous instruction during the ELA and math blocks, student proficiency will improve from 53% to 58% in ELA and 51% to 56% in Math based on the 2020 FSA. Proficiency on the NGSSS Science Assessment will improve from 44% to 54%.
Person responsible for monitoring outcome	Michelle Cino (michelle.cino@marion.k12.fl.us)
Evidence-based Strategy	Teachers will participate in weekly planning meetings with the assistant principal to plan rigorous standards based instruction. Teachers will also meet with administration on a monthly basis to disaggregate current data and discuss research based strategies being used in the classroom.
Rationale for Evidence-based Strategy	Student proficiency only went up 2 points on the ELA FSA and went down 2 points on the FSA math assessment. Science proficiency went down 15 points on the 5th grade NGSSS Science Assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. 4th and 5th grade students received data on the 2019 FSA, broken down by strand. 2. Teachers are receiving professional development on Top Score Writing and iReady. 3. Teachers will plan rigorous instruction with the assistant principal and reading coach weekly. 4. Teachers will meet with administration monthly to look at ELA, Math and Science data to determine proficient students maintain proficiency and "bubble" students identified by iReady are closing the gap to proficiency. 5.
Person Responsible	Donald Manning (donald.manning@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).

Based on the Federal Index, our SWD (students with disabilities) and BLK (Black) students are not meeting the requirement of 41%. With both areas of focus mentioned above, leadership will monitor effectiveness of areas of focus for these subgroups using several source of data.

Attendance and behavior will also be monitored to ensure these aren't barriers for the students' growth. Support Facilitators will work closely with teachers, leadership, and the ESE specialist to monitor growth and discuss where additional support is needed.

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, 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. Families are invited to participate in a Jump Start program sponsored by Central Christian Church where they received free school supplies, hair cuts, and food while enjoying the day of fun. Parents are invited to a school orientation to briefly meet with teachers and staff. Families come to Open House to visit classrooms and see current student work. Parents also attend a Title I meeting to learn how funds are spend at the school level. Other opportunities for relationship building are: SAC, PTO, Family Partnership Program, Strong Fathers Strong Families, Awards Programs, 4-H and other after school activities. Family/Teacher Conferences, and various events put on by grade-levels and departments.

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.

Students participate in Sanford Harmony for the first 10 minutes of each school day. This is the district's adopted mental health program.

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

n/a

n/a

n/a

n/a

n/a

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

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.

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 DRA to begin developing relationships with students.

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 receive information concerning classes, school environment and also enrichment and extra curricular activities.

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.

School leadership meets at the beginning of the year to identify student needs and areas of focused based on Federal Index and School Grade data and aligns Title I purchases to these needs. The Assistant Principal, Principal, CAS, Guidance Counselor, and Dean meet weekly to look at behavior, attendance, and academic data to determine that needs are being met. The assistant principal and CAS keep an inventory of resources and determine where changes in programs need to be made monthly.

Students are progress monitored 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 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.

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.

Additionally, Ocala Springs students' participate in a career day in the fall. Classroom teachers and staff members also invite various business representatives to speak in classrooms.