

2013-2014 SCHOOL IMPROVEMENT PLAN

South Ocala Elementary School

1430 SE 24TH RD
Ocala, FL 34471
352-671-4750

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 48%
Alternative/ESE Center No	Charter School No	Minority Rate 48%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

South Ocala Elementary School

Principal

Lisa Coy

School Advisory Council chair

Steve Dixon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lisa Coy	Principal
LeAnn Giberson	Assistant Principal
Elizabeth Alexander	Guidance Counselor
Lauren Roberts	Dean of Students
Elizabeth Bernabela	Reading Coach
Victoria Hunt	Academic Coach
Tracey Patrick	Curriculum Coach

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair- Steve Dixon, parent

Lisa Coy - Principal

LeAnn Giberson - Assistant Principal

Victoria Hunt - Academic Coach / Secretary

Parents - Mrs. Susan Alcock, Mr. Kevin Harris, Susan Kierstein, Gwendlyn Dawson

Teachers - Mary-Ann Lamb, Elizabeth Bernabela, Elizabeth Alexander, Kathy Bruce

Involvement of the SAC in the development of the SIP

The SAC assists with the SIP through reviewing school-wide data and helping to making decisions to improve student achievement for all students.

Activities of the SAC for the upcoming school year

The SAC will review data, review parent surveys, assess the success of current activities, and help determine upcoming events.

Projected use of school improvement funds, including the amount allocated to each project

None at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa Coy

Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

BS Elementary Education 1-6
 MA Educational Leadership, Principal

Performance Record

2012-2013 South Ocala Elem. - School Grade B
 Level 3 and above in Reading 59%, Level 3 and above Math 65%,
 Level 3 and above Science 62%, % Making Learning Gains
 Reading 65%, % Making Learning gains Math 67%

2011-2012 Romeo Elem.- School Grade C
 2010-2011 Romeo Elem. - School Grade c
 AYP- N (T,W,H,ED,ELL)
 Reading- 76% of students scored on or at
 grade level.
 Math -76% of students scored at or above
 grade level.
 Learning Gains- 63% of students increased
 learning gains in Reading and 53% in Math.
 Lowest 25%- 52% of students made a
 years' worth of growth in Reading and 47%
 in Math.

2009-2010 Romeo Elem.-School Grade-B
 AYP- No- SWD/ELL in Reading and Math,
 Economically Disadvantaged and Hispanic
 in Math.
 Reading- 82% of students scored on or at
 grade level.
 Math 78% of students scored at or above
 grade level.
 Learning Gains- 65% of students increased
 learning gains in Reading and 51% in Math.
 Lowest 25%- 58% of students made a
 year's of growth in Reading and 44%
 in Math

LeAnn Giberson

Asst Principal

Years as Administrator: 0

Years at Current School: 6

Credentials

BA in Elementary Education and Early Childhood Education
MA in Educational Leadership

Performance Record

2013 - South Ocala Elementary, School Grade B
65% making learning gains in Reading, 67% making learning gains in Math, Level 3 and above FCAT Science 62% , Level 3 and above in Reading 59%,Level 3 and above Math 65%,, % Making Learning Gaines Reading 65%, % Making Learning gains Math 67%

2012 South Ocala Elementary, School Grade- A
Academic Coach

Reading- 58% of students scored on or at grade level.

Math -62% of students scored at or above grade level.

Learning Gains- 75% of students increased learning gains in Reading and 69% in Math.

Lowest 25%- 88% of students made a year's growth in Reading and 68% in Math.

2011 South Ocala Elem.-School Grade - B
and 79% of AYP Criteria met.Level 3 and above Reading 78%,
Levle 3 and above Math, 79%Level 3 and above Science 58%, %
making learning gains Reading 63%, % making learning gains
Math 56%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elizabeth Bernabela		
Full-time / District-based	Years as Coach: 0	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	BA- Elementary Education MS - Industrial Engineering EDS - Educational Leadership	
Performance Record	2012-2013 -School Grade B / South Ocala Elem. (Reading Teacher) Level 3 and above in Reading 59%,Level 3 and above Math 65%, Level 3 and above Science 62%, % Making Learning Gains Reading 65%, % Making Learning gains Math 67% 2011-2012 - School Grade A / South Ocala Elem. Reading- 58% of students scored on or at grade level. Math -62% of students scored at or above grade level. Learning Gains- 75% of students increased learning gains in Reading and 69% in Math. Lowest 25%- 88% of students made a year's growth in Reading and 68% in Math. 2010-2011- School Grade B / South Ocala Elem.	

Victoria Hunt		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	Data, RtI/MTSS, Other	
Credentials	BA - Elementary Education and Hearing Impaired Education MA - Reading	
Performance Record	2012-2013 -School Grade B / South Ocala Elem. (Support Facilitator) Level 3 and above in Reading 59%,Level 3 and above Math 65%, Level 3 and above Science 62%, % Making Learning Gains Reading 65%, % Making Learning gains Math 67% 2011-2012 - School Grade A / South Ocala Elem. Reading- 58% of students scored on or at grade level. Math -62% of students scored at or above grade level. Learning Gains- 75% of students increased learning gains in Reading and 69% in Math. Lowest 25%- 88% of students made a year's growth in Reading and 68% in Math. 2010-2011- School Grade B / South Ocala Elem.	

Tracey Patrick		
Part-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Mathematics, Science	
Credentials	BA - Elementary Education (K-6) BA - Business / Spanish	
Performance Record	<p>2012-2013 -School Grade B / South Ocala Elem. Level 3 and above in Reading 59%,Level 3 and above Math 65%, Level 3 and above Science 62%, % Making Learning Gains Reading 65%, % Making Learning gains Math 67%</p> <p>2011-2012 - School Grade A / South Ocala Elem. Reading- 58% of students scored on or at grade level. Math -62% of students scored at or above grade level. Learning Gains- 75% of students increased learning gains in Reading and 69% in Math. Lowest 25%- 88% of students made a year's growth in Reading and 68% in Math.</p> <p>2010-2011- School Grade B / South Ocala Elem.</p>	

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

41, 100%

Highly Qualified Teachers

78%

certified in-field

35, 85%

ESOL endorsed

30, 73%

reading endorsed

6, 15%

with advanced degrees

12, 29%

National Board Certified

2, 5%

first-year teachers

1, 2%

with 1-5 years of experience

7, 17%

with 6-14 years of experience

16, 39%

with 15 or more years of experience

18, 44%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We retain highly qualified teachers by providing strong supports through Professional Learning Communities, profession development activities, and a positive school culture.

People responsible: Principal and Assistant Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We provide appropriate grade level mentors to new teachers. The mentors provide curriculum support as well as assistance with school culture, etc. We also have Professional Learning Communities for each grade level to assist with teaching techniques, using data, problem solving, and instructional procedures. The principal and assistant principal meet with the new staff members monthly throughout the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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: Response to Intervention/MTSS: monitor progress and determine "if" it is working

The implementation of SAT 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal, Lisa Coy: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS / RTI with fidelity, and communicates with parents regarding school-based MTSS / RTI plans and activities.

Assistant Principal, LeAnn Giberson: Conducts assessments of MTSS / RTI skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS / RTI implementation.

Dean of Students, Lauren Roberts: Collects data and offers positive behavior recommendations.

Academic Coach, Victoria Hunt and STEM Coach, Tracey Patrick: Model researched-based strategies, tutor students, provides teachers with interventions, support, and assist in data collection and progress monitoring.

District Reading Coach, Elizabeth Bernabela: Model research-based strategies for teachers and offer professional development as prescribed by the district.

Guidance Counselor, Elizabeth Alexander: Facilitates the MTSS /RTI process and helps teachers with data collection and research-based interventions.

Teachers and ESE paraprofessionals: Monitor the MTSS / RTI process, provide instructional strategies for selected students, participate in student data collection, integrates core instructional activities / resources into Tier 3 instruction, and collaborate between general education and ESE in an inclusion model.

School Psychologist, Amy Mangum: Leads meetings and participates in collection, interpretation, and analysis of data: facilitates development of intervention plans and fidelity of documentation.

Social Worker, Zoraida Cyphers: Community resource liason, assists with communication between home and school.

Behavioral Specialists, Shay Quinn: Model researched-based strategies, provides interventions, support, and assist in data collection and progress monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Constant data review, meet with Professional Learning Community (PLC) groups, and progress monitoring meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core: Tier 1 is the foundation and consists of scientific, researched-based core instructional and behavioral methodologies, practices, and supports designed for all students in general education.

Supplemental: Tier 2 consists of supplemental instruction and interventions that are provided to groups of targeted students who need additional instructional and or behavioral support.

Intensive: Tier 3 consists of intensive instructional or behavioral interventions provided with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for the individual students using a problem solving process. Students receiving Tier 3 supports may or may not be eligible for specially designed instruction and related services in accordance with IDEA.

Data management systems assist in decision rules:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will "come in range" of target - even if this is long range. The level of "risk" lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Examples of data management systems: Performance Matters, PMRN, AIMSweb,

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

We will offer a variety of professional development activities to teachers concerning MTSS. (Including lab sessions to review data.) The assistant principal and guidance counselor will have progress monitoring meetings as needed throughout the school year. At the meetings, teachers will receive support and guidance as they work through the MTSS process. Parents will be informed about the MTSS process through our November parent night and as need by the classroom teacher.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

South Ocala Elementary offers an "off-site" tutoring program at Howard Academy. All students who fall into the bottom quartile (lowest 25%) in grades 3-5 are invited. The program is three days a week for 28 weeks. (October - April / FCAT) The students work on grade-specific standards, homework, and Successmaker.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through Successmaker reports as well as anecdotal teacher records. The teachers who tutor at Howard Academy meet weekly with the classroom teachers to review data and adjust teaching strategies as needed.

Who is responsible for monitoring implementation of this strategy?

Principal, Lisa Coy
Assistant Principal, LeAnn Giberson
Academic Coach, Victoria Hunt

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Coy	Principal
LeAnn Giberson	Assistant Principal
Elizabeth Bernabela	District Reading coach
Victoria Hunt	Academic Coach
Charlotte Meza	ESE Inclusion Teacher
Kristen McAdams	Teacher

How the school-based LLT functions

The Reading Coach facilitates monthly meetings to review AIMSweb data, interventions, and implementation of researched-based reading programs.

Major initiatives of the LLT

The focus will be on monitoring target students which will include students with Progress Monitoring Plans. The Reading Coach will provide feedback from classroom walkthroughs and fidelity checks.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Principal and Assistant Principal will assure that the district reading program is implemented with fidelity. (Also assuring that teachers are using the total amount of required time for the reading block.) Through the use of AIMSweb, all students will be taking reading diagnostic tests three times per year. Teachers will use the data from AIMSweb to determine appropriate interventions, enrichment, and learning strategies for each individual student. The Principal and Assistant Principal will assure that students are receiving the proper interventions, enrichment, and learning strategies through several avenues. (Data review, formal and informal observations, visits to PLC meetings w/ teachers)

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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. 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	71%
American Indian				
Asian				
Black/African American	46%	28%	No	51%
Hispanic	63%	41%	No	66%
White	80%	76%	No	82%
English language learners				
Students with disabilities	51%	20%	No	56%
Economically disadvantaged	62%	45%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	36%	71%
Students scoring at or above Achievement Level 4	68	23%	71%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		71%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	62	65%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	39	54%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		71%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		71%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	99	52%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		71%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	65%	No	72%
American Indian				
Asian				
Black/African American	48%	34%	No	54%
Hispanic	68%	65%	No	72%
White	78%	78%	Yes	81%
English language learners				
Students with disabilities	62%	47%	No	66%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	29%	72%
Students scoring at or above Achievement Level 4	67	35%	72%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		71%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	64	34%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	19%	71%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	25%	70%
Students scoring at or above Achievement Level 4	38	36%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	7	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	3%	1%
Students who are not proficient in reading by third grade	39	11%	1%
Students who receive two or more behavior referrals	6	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	41	6%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See online Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students making Learning Gains in Reading will increase by 20%. (FCAT 2.0)
- G2.** Students making Learning Gains in Math will increase by 20%. (FCAT 2.0)
- G3.** Students in the lowest 25% will increase their FCAT Reading score by one level from the previous year.
- G4.** Students in the lowest 25% will increase their FCAT Math score by one level from the previous year.
- G5.** Increase the number of K-2 students scoring at 80% or > on Math Comprehensive Assessment and 3-5 students achieving Level 3 or > on FCAT 2.0 Math
- G6.** Increase the number of 5th grade students scoring level 3 or > on FCAT 2.0 Science and students in grades 3-4 achieving level 80% or > cumulatively on Science FCAs.
- G7.** Increase the number of K-3 students achieving 80% or > on Spring Demand Writing and 4th grade students achieving 3.5 or > on FCAT 2.0 Writing Assessment
- G8.** Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment

Goals Detail

G1. Students making Learning Gains in Reading will increase by 20%. (FCAT 2.0)

Targets Supported

Resources Available to Support the Goal

- Teachers, Paraprofessionals, Academic Coach, Reading Coach,

Targeted Barriers to Achieving the Goal

- Lack of background knowledge of non-fiction text styles.

Plan to Monitor Progress Toward the Goal

The Principal and Assistant Principal will review all data collected. If the data is positive, the current strategy will be continued. If the data is poor, new strategies will be determined and implemented as soon as possible.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Biweekly data meetings.

Evidence of Completion:

Data books will be filled with critical information from district FCAs and classroom assessments.

G2. Students making Learning Gains in Math will increase by 20%. (FCAT 2.0)

Targets Supported**Resources Available to Support the Goal**

- Classroom teachers, Curriculum Coach, Academic Coach, Paraprofessionals

Targeted Barriers to Achieving the Goal

- Students lack of basic math facts.

Plan to Monitor Progress Toward the Goal

Once data is collected, an administrator will meet with the classroom teachers. If data is poor, teachers will be asked to present a plan of action to correct the issue. If needed, the Academic Coach and or Curriculum Coach will be asked to assist. New strategies and interventions will be determined and implemented as soon as possible.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Monthly data meetings.

Evidence of Completion:

Data books will be kept along with monthly data meeting notes.

G3. Students in the lowest 25% will increase their FCAT Reading score by one level from the previous year.

Targets Supported**Resources Available to Support the Goal**

- Teachers, Paraprofessionals, Reading Coach, Academic Coach, Curriculum Coach

Targeted Barriers to Achieving the Goal

- Students are struggling to read basic sight words.

Plan to Monitor Progress Toward the Goal

Data will be reviewed by the Principal and Assistant Principal during biweekly data meetings. If the data is poor or questionable, the teachers will need to come up with a new action plan. At that time, it will be determined if additional supports or resources need to be allocated.

Person or Persons Responsible

Principapl and Assistant Principal

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Data meeting notes .

G4. Students in the lowest 25% will increase their FCAT Math score by one level from the previous year.

Targets Supported**Resources Available to Support the Goal**

- Classroom Teachers, Paraprofessionals, Academic Coach, Curriculum Coach

Targeted Barriers to Achieving the Goal

- Students need additional time to practice math.

Plan to Monitor Progress Toward the Goal

Data will be reviewed to determine success. If the data is poor or questionable, teachers will be asked to come up with a new action plan. At that time, additional resources may be needed.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Biweekly data meetings

Evidence of Completion:

All data will be reviewed. (Including: FCAs, Classroom Assessments, Computer-baded data, classroom walk-throughs)

G5. Increase the number of K-2 students scoring at 80% or > on Math Comprehensive Assessment and 3-5 students achieving Level 3 or > on FCAT 2.0 Math

Targets Supported**Resources Available to Support the Goal**

- Paraprofessionals, 90 minute Math Block (Time for Math centers.) Teachers, Coaches

Targeted Barriers to Achieving the Goal

- Lack of knowledge by teachers and paraprofessionals to teach to the new standards of math.

Plan to Monitor Progress Toward the Goal

If the data reviewed is satisfactory, the current strategies will be continued. If the data shows poor results, instructional strategies, PD, and resources will be restructured as needed.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

This process will be monitored on a weekly basis.

Evidence of Completion:

Data review and discussions/observations that occur through the weekly Professional Learning Community meetings.

G6. Increase the number of 5th grade students scoring level 3 or > on FCAT 2.0 Science and students in grades 3-4 achieving level 80% or >cumulatively on Science FCAs.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- SWAP Program - Science With A Purpose (SWAP) is to be conducted the first week of every month. The PTO provides consumable resources to classrooms so that students can participate in science activities that support the science standards.
- STEM Club Days - Every Early Dismissal Day, (Eight times per year) students participate in STEM club days. Throughout the school year, students will rotate through 8 different activities that are centered around Science, Technology, Engineering, or Math.
- Curriculum Coach, Academic Coach, Teachers, Paraprofessionals, Community Members

Targeted Barriers to Achieving the Goal

- Student Engagement
- Parent Involvement

Plan to Monitor Progress Toward the Goal

The principal and Assistant principal will review the data collected to determine success. If the data is positive, the STEM Club Day strategy will remain the same. If the data is poor, the strategy will be revamped and implemented the next Club Day.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

After District FCA and Benchmark Assessments

Evidence of Completion:

Science Data Notebook

G7. Increase the number of K-3 students achieving 80% or > on Spring Demand Writing and 4th grade students achieving 3.5 or > on FCAT 2.0 Writing Assessment

Targets Supported

- Writing

Resources Available to Support the Goal

- Academic Coach, New writing supports through the Wonders reading series

Targeted Barriers to Achieving the Goal

- Writing Curriculum

Plan to Monitor Progress Toward the Goal

After reviewing data, decisions will be made. If the data is acceptable, the strategies will be continued. If the data is poor, the instructional strategies will be changed along with interventions and resource allocation.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

After each Demand Writing Assessment and DBQ sessions (Four times per year.)

Evidence of Completion:

Data review and instructional / resource changes as needed.

G8. Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment

Targets Supported

Resources Available to Support the Goal

- Reading Coach, Academic Coach, Paraprofessionals, Proper scheduling, Teachers

Targeted Barriers to Achieving the Goal

- Implementing the new Reading Curriculum
- Students reading below grade level

Plan to Monitor Progress Toward the Goal

The data will be used to determine effectiveness of the strategies used to improve reading achievement levels. If the data is positive, the strategies will be continued. If the data is poor, new strategies will be developed and implemented immediately.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Data will be reviewed after every district assessment

Evidence of Completion:

Data meetings

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students making Learning Gains in Reading will increase by 20%. (FCAT 2.0)

G1.B1 Lack of background knowledge of non-fiction text styles.

G1.B1.S1 Teachers will use both non-fiction and fiction texts in conjunction with one another to teach students to differentiate the author's purpose between non-fiction and fiction texts.

Action Step 1

Teachers will use fiction and non-fiction works to assist students with the concept of author's purpose. The author's purpose is important to identify, for it helps students grasp the details of a passage. It also provides a relevance for reading.

Person or Persons Responsible

Teachers and Paraprofessionals

Target Dates or Schedule

Weekly during the ELA block

Evidence of Completion

Teacher feedback, Reading Coach walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1

The Reading Coach and Academic Coach will monitor implementation through classroom visits and observing students during the process.

Person or Persons Responsible

The Reading Coach and Academic Coach will monitor the strategy.

Target Dates or Schedule

The strategy will be monitored at least once a month.

Evidence of Completion

The Reading Coach and Academic Coach will keep anecdotal records.

Plan to Monitor Effectiveness of G1.B1.S1

Data will be collected from the FCAs given by the district and classroom assessments. Successful implementation will produce proficiency. (80% or higher on FCAs) Poor data will require additional instructional strategies and interventions.

Person or Persons Responsible

The Reading Coach and the Academic Coach will collect and chart data. The classroom teacher will also keep data on each individual student.

Target Dates or Schedule

Data will be collected and charted after each appropriate FCA of Classroom assessment.

Evidence of Completion

Data books

G2. Students making Learning Gains in Math will increase by 20%. (FCAT 2.0)

G2.B1 Students lack of basic math facts.

G2.B1.S1 Students will get more time and direction for learning basic math facts.

Action Step 1

Students will be directed to develop their basic math facts. This will occur through district math fluency drills, classroom activities, and more drill practice. (FastMath, IXL)

Person or Persons Responsible

Classroom teaches will implement the strategy.

Target Dates or Schedule

The district fluency drills will be given monthly. Classroom drills, FastMath, and IXL will be practiced on a weekly basis.

Evidence of Completion

District Fluency drill grades and monthly reports from FastMath and IXL.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

The District Fluency Drills and the reports from FastMath and IXL will be reviewed.

Person or Persons Responsible

Classroom Teachers, Academic Coach, Curriculum Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Data books will be filled with the data collect.

Plan to Monitor Effectiveness of G2.B1.S1

The scores from the District Fluency Drills, FastMath, and IXL will be collected. If the data is positive, the strategy will be continued. (Proficiency scores are met.) If the data is poor, the strategy will be changed. Instruction will be adjusted as well as interventions.

Person or Persons Responsible

The Curriculum Coach and the Academic Coach will collect and chart data.

Target Dates or Schedule

Data will be collected and charted monthly.

Evidence of Completion

Data will be discussed at grade level PLCs. (Professional Learning Community)

G3. Students in the lowest 25% will increase their FCAT Reading score by one level from the previous year.

G3.B1 Students are struggling to read basic sight words.

G3.B1.S1 Students will receive additional support through interventions such as Rewards or Corrective Reading. (These programs focus on phonics and multisyllabic words.)

Action Step 1

Students will receive intervention strategies. (The intervention will be determined based on data received through the AIMSweb Diagnostic tool.) The interventions are researched-based and approved by the District.

Person or Persons Responsible

Classroom teacher, Paraprofessional, Academic Coach, Curriculum Coach

Target Dates or Schedule

Daily / Weekly (Per student need)

Evidence of Completion

Weekly Monitor Logue

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitoring will be done on a weekly basis. Monitoring reports will be checked as well as weekly walk-throughs.

Person or Persons Responsible

Reading Coach, Academic Coach, Curriculum Coach

Target Dates or Schedule

Weekly (At the end of each week, reporting sheets will be checked.)

Evidence of Completion

Monitoring Reports, Walk-throughs, and Anecdotal evidence.

Plan to Monitor Effectiveness of G3.B1.S1

The data from the interventions will be collected. If data is positive, the strategy will be continued. If the data is poor or questionable, the strategy may be adjusted or changed.

Person or Persons Responsible

The Academic Coach and the Curriculum Coach will collect and chart data.

Target Dates or Schedule

Weekly

Evidence of Completion

Data books containing monitoring reports and anecdotal notes.

G4. Students in the lowest 25% will increase their FCAT Math score by one level from the previous year.

G4.B1 Students need additional time to practice math.

G4.B1.S1 Students will be given additional opportunities to practice math through a 90 minute math block and technology-based learning opportunities.

Action Step 1

All teachers have been given time in their daily routine for a 90 minute math block. During that time. teachers will utilize whole group instruction and math centers. Additionally, students will have time to work on computer-based math programs at school and home. (FastMath, Successmaker, IXL)

Person or Persons Responsible

Classroom Teaches and Paraprofessionals

Target Dates or Schedule

Daily

Evidence of Completion

Observations and computer-based reports)

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Reports will be run and checked.

Person or Persons Responsible

Academic Coach, Curriculum Coach, and Successmake Managers

Target Dates or Schedule

Weekly

Evidence of Completion

Reports will be collected and kept in a Data Book.

Plan to Monitor Effectiveness of G4.B1.S1

The data collected from computer-based reports and through classroom visits will be used to determine the success of the strategy.

Person or Persons Responsible

The Academic Coach and the Curriculum Coach will collect and Chart data.

Target Dates or Schedule

Biweekly

Evidence of Completion

All data will be reviewed at Data meetings and kept in the Data books.

G5. Increase the number of K-2 students scoring at 80% or > on Math Comprehensive Assessment and 3-5 students achieving Level 3 or > on FCAT 2.0 Math

G5.B1 Lack of knowledge by teachers and paraprofessionals to teach to the new standards of math.

G5.B1.S1 Provide Professional Development activities to teachers and paraprofessionals to increase instructional skill levels.

Action Step 1

Professional Development activities will include data review, modeling, and sharing of best -practice ideas.

Person or Persons Responsible

The Curriculum Coach, Academic Coach, Core Math Lead teachers ,and district personnel will implement Professional Development activities to improve teaching strategies.

Target Dates or Schedule

The PD will take place 8 times per school year. (September 11, September 25, October 16, November 6, December 11, February 5, March 5, April 9)

Evidence of Completion

Task completion will be monitored through PD surveys, data review, and observation.

Facilitator:

Participants:

The Curriculum Coach, Academic Coach, Core Math Lead teachers ,and district personnel will implement Professional Development activities to improve teaching strategies.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

To monitor the implementation of the strategy, the Principal and Assistant Principal will directly observe the PD activities and also review the PD surveys to determine if additional supports are needed.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Every Inservice Day (September 11, September 25, October 16, November 6, December 11, February 5, March 5, April 9)

Evidence of Completion

Gather and review all of the PD surveys.

Plan to Monitor Effectiveness of G5.B1.S1

Data will be reviewed from district and school-based assessments. (FCA's, Benchmark Tests, Unit Assessments, AIMSweb) If the data is poor, instructional strategies and resources will be addressed.

Person or Persons Responsible

The Curriculum and Academic Coaches will collect, chart, and prepare data.

Target Dates or Schedule

Data will be collected after every district and school-based math assessment.

Evidence of Completion

The data collected will be kept in a data book to be reviewed by Principal and Assistant Principal.

G6. Increase the number of 5th grade students scoring level 3 or > on FCAT 2.0 Science and students in grades 3-4 achieving level 80% or > cumulatively on Science FCAs.

G6.B1 Student Engagement

G6.B1.S1 South Ocala will implement the use of STEM Club Days

Action Step 1

Students will choose four clubs to attend during the school year. Each club will be STEM-based and appropriate for the age group. Students will attend two clubs each STEM Club Day. Teachers will provide research-based activities that support our STEM initiative.

Person or Persons Responsible

Teachers, Paraprofessionals

Target Dates or Schedule

Club days will occur 8 times per year. (September 11, September 25, October 16, November 6, December 11, February 5, March 5, April 9)

Evidence of Completion

Teachers and Paraprofessionals will provide specific lesson plans for each club activity.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Lesson plans will be checked as well as supplies gathered. Principals and Coaches will observe clubs as they are being implemented.

Person or Persons Responsible

Curriculum Coach, Academic Coach, Principal, Assistant Principal

Target Dates or Schedule

Prior to each Club day as well as the actual day clubs are occurring.

Evidence of Completion

Lesson Plans for the Club Days

Plan to Monitor Effectiveness of G6.B1.S1

We will gather input from the teachers, paraprofessionals, and students. If the data is positive, we will continue with the strategy. If the data is poor, we will make changes as needed and implement them at the next Club Day.

Person or Persons Responsible

Academic Coach, Curriculum Coach,

Target Dates or Schedule

After each Club Day

Evidence of Completion

Teacher, Paraprofessional, and Student Surveys

G6.B2 Parent Involvement

G6.B2.S1 South Ocala will offer Four Parent STEM Nights. (One per nine week period)

Action Step 1

SOE will offer parents four opportunities to come to school to see what STEM activities are being carried out by students. Students will demonstrate and exhibit their STEM projects. Parents will have an opportunity to ask questions and receive guidance on assisting their child with STEM subjects.

Person or Persons Responsible

Curriculum Coach, Academic Coach, Teachers, Principal, Assistant Principal

Target Dates or Schedule

Four Times per school year

Evidence of Completion

Parent Surveys

Plan to Monitor Fidelity of Implementation of G6.B2.S1

We will be monitoring the Parent Nights as they occur. (Direct observation)

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

After each STEM Parent Night

Evidence of Completion

Title 1 Report Parent Surveys

Plan to Monitor Effectiveness of G6.B2.S1

The parents will be asked to complete a parent survey after the evenings have been completed. The surveys will contain information about the parents' perspective of the events.

Person or Persons Responsible

Academic Coach, Curriculum Coach will collect, chart, and prepare the data. (Data will come from the Parent Surveys)

Target Dates or Schedule

After each STEM Parent Night

Evidence of Completion

Parent Surveys

G7. Increase the number of K-3 students achieving 80% or > on Spring Demand Writing and 4th grade students achieving 3.5 or > on FCAT 2.0 Writing Assessment

G7.B1 Writing Curriculum

G7.B1.S1 Teachers are not always comfortable teaching writing. If the new reading series is implemented with fidelity, writing instruction should be greatly improved.

Action Step 1

Teachers will implement the writing portion of the new Wonders reading series with fidelity.

Person or Persons Responsible

Teachers, Academic Coach, Reading Coach

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

The Reading Coach will be doing fidelity checks.

Facilitator:

Reading Coach

Participants:

Teachers, Academic Coach, Reading Coach

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The Reading Coach and Academic Coach will be monitoring the implementation strategies. If additional supports are needed, the principal and assistant principal will become involved.

Person or Persons Responsible

Reading Coach, Academic Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence will be collected through observation .

Plan to Monitor Effectiveness of G7.B1.S1

Data will be collected after each Demand Writing assessment. If the data is positive, the strategies will be continued. If the data is poor, a review will be conducted to seek additional instructional strategies and interventions.

Person or Persons Responsible

Reading Coach and Academic Coach will collect, chart, and prepare data.

Target Dates or Schedule

Data will be collected after each Demand Writing assessment. (Four times per year.)

Evidence of Completion

Demand Writing results will be added to the data book and discussed at the Leadership Team meeting.

G7.B1.S2 Students in grades 3-5 will be participating in 4 DBQs this school year. (Document Based Questions) The DBQ process will be challenging, but will provide teachers with detailed instructions to improve student writing.

Action Step 1

South Ocala Elementary will implement a DBQ program for students in grades 3-5.

Person or Persons Responsible

All teachers in grades 3, 4, and 5

Target Dates or Schedule

Four times per school year. (Three DBQ's will be completed before the FCAT Writes Assessment)

Evidence of Completion

Completed DBQ sessions

Plan to Monitor Fidelity of Implementation of G7.B1.S2

DBQ sessions will be monitored for fidelity during each session. (The sessions are expected to last for two weeks.)

Person or Persons Responsible

Academic Coach, Reading Coach, Curriculum Coach, Assistant Principal, Principi

Target Dates or Schedule

Weekly during each session.

Evidence of Completion

The Coaches and principals will hold weekly meetings to discuss observations and implementation of the DBQ process.

Plan to Monitor Effectiveness of G7.B1.S2

Teachers will share DBQ data with the coaches and principals. The data will be collected directly from the graded DBQ's.

Person or Persons Responsible

The coaches will collect and chart the data.

Target Dates or Schedule

The data will be collected and charted after each DBQ session. (Four times per school year.)

Evidence of Completion

Coaches will have charted data to share with the principal and assistant principal.

G8. Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment

G8.B1 Implementing the new Reading Curriculum

G8.B1.S1 Offer Professional Development activities to help teachers feel confident about using the new reading series and improve instruction. (Through Moodle sessions and face-to-face PD sessions)

Action Step 1

We will offer eight Professional Development activities to increase teacher capacity. We will also encourage teachers to take advantage of the district Moodle courses available.

Person or Persons Responsible

Reading Coach, Academic Coach, Principal, Assistant Principal

Target Dates or Schedule

We will hold weekly data meetings with each grade level. This will occur through our Professional Learning Community meetings.

Evidence of Completion

We will review data from district, state, and school-based assessments.

Facilitator:

Reading Coach

Participants:

Reading Coach, Academic Coach, Principal, Assistant Principal

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The Principal and Assistant Principal will check for fidelity as they do formal and informal walk-throughs. The Reading Coach will share district data as it becomes available.

Person or Persons Responsible

Reading Coach, Dean, Principal, Assistant Principal

Target Dates or Schedule

Data will be reviewed on a weekly basis.

Evidence of Completion

Professional Development Surveys, Anecdotal Records

Plan to Monitor Effectiveness of G8.B1.S1

If the Professional Development surveys are not positive, the PD activities will be rearranged to better assist the teachers.

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

After each Professional Development Activity.

Evidence of Completion

Teachers will be asked to complete a Professional Development Survey. The surveys will provide the necessary data. Also, observations will be done to provide additional information.

G8.B2 Students reading below grade level

G8.B2.S1 Students will receive additional support through Triple I time. (Triple I = Intensive, Instructional, Intervention) The Triple I strategies will be determined by the reading diagnostic test given through AIMSweb.

Action Step 1

Students will receive interventions provided by the teacher or trained paraprofessional. The interventions are researched-based and approved by the district.

Person or Persons Responsible

Teachers and trained Paraprofessionals will implement the Triple I

Target Dates or Schedule

Triple I will 5 days a week. (Every week)

Evidence of Completion

Teachers and Paraprofessionals will keep records and anecdotal notes of students' progress.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

The Coaches will do fidelity checks to assure that interventions are being carried out with fidelity.

Person or Persons Responsible

Academic coach, Curriculum Coach, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches will collect a Triple I form from each person carrying out the interventions. The forms will contain data such as scores, time spent, and number of intervention sessions.

Plan to Monitor Effectiveness of G8.B2.S1

The coaches will determine if the Triple I time is being carried out with fidelity. They will also meet with teachers and paraprofessionals to determine "if" the strategies are working. If the strategies are not working, a new intervention will be chosen and implemented.

Person or Persons Responsible

Academic Coach, Curriculum Coach, Reading Coach will gather and chart data.

Target Dates or Schedule

Monthly

Evidence of Completion

Triple I Form

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1,

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.

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. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G5. Increase the number of K-2 students scoring at 80% or > on Math Comprehensive Assessment and 3-5 students achieving Level 3 or > on FCAT 2.0 Math

G5.B1 Lack of knowledge by teachers and paraprofessionals to teach to the new standards of math.

G5.B1.S1 Provide Professional Development activities to teachers and paraprofessionals to increase instructional skill levels.

PD Opportunity 1

Professional Development activities will include data review, modeling, and sharing of best -practice ideas.

Facilitator

Participants

The Curriculum Coach, Academic Coach, Core Math Lead teachers ,and district personnel will implement Professional Development activities to improve teaching strategies.

Target Dates or Schedule

The PD will take place 8 times per school year. (September 11, September 25, October 16, November 6, December 11, February 5, March 5, April 9)

Evidence of Completion

Task completion will be monitored through PD surveys, data review, and observation.

G7. Increase the number of K-3 students achieving 80% or > on Spring Demand Writing and 4th grade students achieving 3.5 or > on FCAT 2.0 Writing Assessment

G7.B1 Writing Curriculum

G7.B1.S1 Teachers are not always comfortable teaching writing. If the new reading series is implemented with fidelity, writing instruction should be greatly improved.

PD Opportunity 1

Teachers will implement the writing portion of the new Wonders reading series with fidelity.

Facilitator

Reading Coach

Participants

Teachers, Academic Coach, Reading Coach

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

The Reading Coach will be doing fidelity checks.

G8. Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment

G8.B1 Implementing the new Reading Curriculum

G8.B1.S1 Offer Professional Development activities to help teachers feel confident about using the new reading series and improve instruction. (Through Moodle sessions and face-to-face PD sessions)

PD Opportunity 1

We will offer eight Professional Development activities to increase teacher capacity. We will also encourage teachers to take advantage of the district Moodle courses available.

Facilitator

Reading Coach

Participants

Reading Coach, Academic Coach, Principal, Assistant Principal

Target Dates or Schedule

We will hold weekly data meetings with each grade level. This will occur through our Professional Learning Community meetings.

Evidence of Completion

We will review data from district, state, and school-based assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G8.	Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment	\$45,680
	Total	\$45,680

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title 1	\$45,680	\$45,680
Total	\$45,680	\$45,680

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G8. Increase the number of 3-5 students scoring at achievement level 3 or greater on FCAT 2.0 in Reading and increase the number of K-2 students scoring 80 or > on the Reading Comprehensive Assessment

G8.B2 Students reading below grade level

G8.B2.S1 Students will receive additional support through Triple I time. (Triple I = Intensive, Instructional, Intervention) The Triple I strategies will be determined by the reading diagnostic test given through AIMSweb.

Action Step 1

Students will receive interventions provided by the teacher or trained paraprofessional. The interventions are researched-based and approved by the district.

Resource Type

Personnel

Resource

South Ocala has two Paraprofessionals that are paid for through Title 1 funds.

Funding Source

Title 1

Amount Needed

\$45,680