

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Ocala Springs Elementary School  
5757 NE 40TH AVENUE RD  
Ocala, FL 34479  
352-671-6360

---

### School Demographics

---

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 52%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 41%

---

### School Grades History

---

<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> B
---------------------	---------------------	---------------------	---------------------	---------------------

---

### 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Part I: Current School Status</b>	<b>5</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>23</b>
<b>Part III: Coordination and Integration</b>	<b>37</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>38</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>43</b>

---

## 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
Focus Year 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Ocala Springs Elementary School

##### Principal

Traci L. Crawford

##### School Advisory Council chair

Donald Manning

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

Name	Title
Traci Crawford	Principal
Charlotte Biela	Assistant Principal
Patricia Fesperman	Guidance Counselor
Donald Manning	Peer Counselor
Caren Jones	Literacy Coach
Tracey Patrick	Instructional Coach

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomin

##### 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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Officers: SAC Chair - Donnie Manning; Co-Chair - Michelle McElreath; Secretary - Lindsey Mueller

#### Involvement of the SAC in the development of the SIP

Throughout the year the SAC meets to address the needs of the school and focus on the SIP.

#### Activities of the SAC for the upcoming school year

The School Advisory Council meets a minimum of four times per year at various times to address school improvement issues. The SAC annually reviews and revises the school improvement plan based on assessed needs. Issues related to school activities and school policies will be discussed at SAC meetings. Members serve as an outreach to the community in gathering input and assisting to improve parent involvement. Members also assist in analyzing data for improving the delivery of curriculum.

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

Provide after school tutoring for targeted 3-5 grade students (If funds are available.)

**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:**

**Traci L. Crawford**

Principal

Years as Administrator: 12

Years at Current School: 0

**Credentials**

Masters Educational Leadership  
 School Principal Certification  
 Bachelors in Elementary Education  
 Early Childhood Certification  
 ESOL endorsed

**Performance Record**

Ocala Springs Elementary  
 This is my first year as a principal at Ocala Springs Elementary.  
 Ward-Highlands Elementary  
 2012-2013 School Grade: B 64% of the students earned satisfactory or higher in reading; 68% of the students earned satisfactory or higher in math; 54% of the students earned satisfactory or higher in writing and 55% of the students earned satisfactory or higher in science. 63% of the students in the lowest 25% made gains in reading. 57% of students in the lowest 25% made gains in math.  
 2011-2012 School Grade: B  
 63% of the students earned satisfactory or higher in reading; 64% of the students earned satisfactory or higher in math; 68% of the students earned satisfactory or higher in writing and 47% of the students earned satisfactory or higher in science. 63% of the students in the lowest 25% made gains in reading. 69% of students in the lowest 25% made gains in math.  
 2010 - 2011 School Grade: B AYP - NO  
 80% of the students earned satisfactory or higher in reading; 81% of the students earned satisfactory or higher in math; 76% of the students earned satisfactory or higher in writing and 58% of the students earned satisfactory or higher in science. 65% of the students in the lowest 25% made gains in reading. 44% of students in the lowest 25% made gains in math.  
 2009 - 2010 School Grade: A AYP - No  
 78% of the students earned satisfactory or higher in reading; 81% of the students earned satisfactory or higher in math; 78% of the students earned satisfactory or higher in writing and 57% of the students earned satisfactory or higher in science. 48% of the students in the lowest 25% made gains in reading. 54% of students in the lowest 25% made gains in math.  
 2008 - 2009 School Grade: A AYP - No  
 80% of the students earned satisfactory or higher in reading; 81% of the students earned satisfactory or higher in math; 79% of the students earned satisfactory or higher in writing and 59% of the students earned satisfactory or higher in science. 65% of the students in the lowest 25% made gains in reading. 65% of students in the lowest 25% made gains in math.  
 2007 - 2008 School Grade: A AYP - No  
 82% of the students earned satisfactory or higher in reading; 80% of the students earned satisfactory or higher in math; 76% of the students earned satisfactory or higher in writing and 55% of the

students earned satisfactory or higher in science. 56% of the students in the lowest 25% made gains in reading. 59% of students in the lowest 25% made gains in math.

2006 - 2007 School Grade: A AYP - No

84% of the students earned satisfactory or higher in reading; 82% of the students earned satisfactory or higher in math; 84% of the students earned satisfactory or higher in writing and 47% of the students earned satisfactory or higher in science. 69% of the students in the lowest 25% made gains in reading. 55% of students in the lowest 25% made gains in math.

Saddlewood Elementary

2006 School Grade: A AYP - 97%

75% of the students earned satisfactory or higher in reading; 70% of the students earned satisfactory or higher in math; and 75% of the students earned satisfactory or higher in writing. 62% of the students in the lowest 25% made gains in reading.

2005 School Grade: C AYP - 97%

73% of the students earned satisfactory or higher in reading; 65% of the students earned satisfactory or higher in math; and 65% of the students earned satisfactory or higher in writing. 34% of the students in the lowest 25% made gains in reading.

2004 School Grade: B AYP - 83%

71% of the students earned satisfactory or higher in reading; 64% of the students earned satisfactory or higher in math; and 70% of the students earned satisfactory or higher in writing. 55% of the students in the lowest 25% made gains in reading.

2003 School Grade: B AYP - No

63% of the students earned satisfactory or higher in reading; 58% of the students earned satisfactory or higher in math; and 79% of the students earned satisfactory or higher in writing. 63% of the students in the lowest 25% made gains in reading.



**Charlotte Biela**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

Educational Leadership Masters Degree  
 School Principal Certification  
 Elementary Education  
 ESOL Endorsed

**Performance Record**

2012-2013 School Grade: C

55% of the students earned satisfactory or higher in reading; 59% of the students earned satisfactory or higher in math; 38% of the students earned satisfactory or higher in writing and 61% of the students earned satisfactory or higher in science. 59% of the students in the lowest 25% made gains in reading. 70% of students in the lowest 25% made gains in math.

2011-2012 School Grade: B

57% of the students earned satisfactory or higher in reading; 52% of the students earned satisfactory or higher in math; 77% of the students earned satisfactory or higher in writing and 56% of the students earned satisfactory or higher in science. 59% of the students in the lowest 25% made gains in reading. 40% of students in the lowest 25% made gains in math.

2010 - 2011 School Grade: A AYP - NO

80% of the students earned satisfactory or higher in reading; 80% of the students earned satisfactory or higher in math; 86% of the students earned satisfactory or higher in writing and 62% of the students earned satisfactory or higher in science. 56% of the students in the lowest 25% made gains in reading. 58% of students in the lowest 25% made gains in math.

2009 - 2010 School Grade: B AYP - No

82% of the students earned satisfactory or higher in reading; 79% of the students earned satisfactory or higher in math; 86% of the students earned satisfactory or higher in writing and 63% of the students earned satisfactory or higher in science. 38% of the students in the lowest 25% made gains in reading. 69% of students in the lowest 25% made gains in math.

2008 - 2009 School Grade: A AYP - No

80% of the students earned satisfactory or higher in reading; 76% of the students earned satisfactory or higher in math; 90% of the students earned satisfactory or higher in writing and 55% of the students earned satisfactory or higher in science. 60% of the students in the lowest 25% made gains in reading. 55% of students in the lowest 25% made gains in math.

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Tracey Patrick**

Part-time / School-based

Years as Coach: 3

Years at Current School: 3

**Areas**

Mathematics, Science

**Credentials**

Bachelors-Primary, Elem. Ed., ESOL

**Performance Record**

Dr. N. H. Jones earned a letter grade of "A" for the 2006-2007 and 2007-2008 year and made AYP both years  
 2011 (Ocala Springs)-Grade A, AYP-N, HS-R/80, M/80, LG-R67, M/70, LQ-R/56, M/58  
 2012 (Ocala Springs)-Grade B, AYP-N, HS-R/57, M/52, LG-R63, M/49, LQ-R/59, M/40

**Caren Jones**

Full-time / District-based

Years as Coach: 4

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

Elementary Education 1-6  
 SLD K-12  
 ESOL Endorsed  
 Reading Endorsed

**Performance Record**

2012 - 2013 School Grade - B  
 2011- 2012 School Grade - A  
 2010 - 2011 School Grade - A  
 2009 - 2010 School Grade - A

**Classroom Teachers****# of classroom teachers**

34

**# receiving effective rating or higher**

34, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

34, 100%

**# ESOL endorsed**

25, 74%

**# reading endorsed**

5, 15%

**# with advanced degrees**

10, 29%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

7, 21%

**# with 6-14 years of experience**

12, 35%

**# with 15 or more years of experience**

15, 44%

**Education Paraprofessionals****# of paraprofessionals**

19

**# Highly Qualified**

19, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

The principal is responsible for recruiting highly qualified teachers. Interviews are conducted with candidates. References are checked to determine indicators for highly effective teachers. Once a teacher is hired he/she will be assigned a mentor teacher to provide support on learning school information and procedures.

Throughout the year teachers will be provided several professional development opportunities (on-site/district) to maintain up-to-date teaching strategies and knowledge of current state standards for curriculum. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed.

Grade level and faculty meetings will also serve to provide information to maintain up-to-date information about the school, grade level, and district. The responsibility of implementing these strategies will be provided by the administration, selected faculty members, and/or district personnel.

**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**

New teachers will be paired with a mentor teacher in the same grade level/department. Throughout the year they will participate in weekly meetings and classroom observations/coaching when needed. Professional development opportunities will be available on site and at the district level throughout the year. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified, and/or district personnel.

### **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**

Members of both committees meet to collaborate, develop and review the School Improvement Plan throughout the entire process. The plan is presented to the School Advisory Council for review and revisions. After submitting the plan to Title I, revisions are further made based on recommendations from a district team after another review. The School Improvement Plan is implemented and monitored by the school based leadership team, the MTSS team and assigned faculty members. Each goal and objective is aligned to the budget and to student performance results on the FCAT assessment. Specific, appropriate interventions are in place based on the SIP to all students who are in need of remediation and students who are achieving so they receive enrichment.

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

The Student Assistance Team (SAT) is the school based MTSS leadership team at Ocala Springs Elementary.

The core SAT members may include:

1. Guidance Counselor: provides expertise with MTSS procedures, students counseling, facilitating Student Assistance Team (SAT) meetings
2. School Principal/Assistant Principal: provides expertise in curriculum information and student progression plan
3. Regular Education/Inclusion Teacher: provides instruction with accommodations and modifications needed according to the students' academic levels, IEP/504/ELL needs, and state standards
4. School Psychologist - provides with MTSS procedures and child psychology and behavior strategies
5. School Social Worker - provides assistance expertise in monitoring attendance, and the health and welfare of students who are at risk
6. Literacy and Instructional Coaches - provide expertise and assistance in the areas of reading, writing, math, and science by coaching/mentoring identified staff, providing professional developments, and/or assisting students

Auxiliary team members may include:

1. Peer Counselor/Dean - assists with behavior concerns and Positive Behavior Support
2. Behavior Specialist - assists with students who have behavior management concerns

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

The school based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and intervention adjusted based on student growth data. SAT meetings are held monthly to monitor student progress and new interventions are put into place when warranted.

**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**

Marion County uses a variety of source data to monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, English Language Learner, Exceptional Students Education, teacher, and course. This data includes State Assessments (FCAT, AIMSweb) as well as other local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.) Performance Matters also allows for teacher comparisons by students, standard, and demographics. School and district are able to compare data as well as similar schools across the state.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports). This data is pulled throughout the year and discussed at the Dean's meetings. Problem solving teams discuss Best Practices and assist one another with ideas on ways to lower discipline number at school with Behavior interventions.

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers must also keep data notebooks with individualized student information relative to the progress within the relative tier of the intervention.

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

Support for MTSS will come from the ESE department and the behavior specialists' team for behavior intervention support as well as the K-12 Academic Services department for academic interventions. In addition, at the school level support will come from the Assistant Principal for Academic interventions and the Dean for Behavior interventions. Reading intervention support will come from the Reading Coach and the Academic Coach will support Math interventions.

### Literacy Leadership Team (LLT)

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

Name	Title
Traci Crawford	Principal
Charlotte Biela	Assistant Principal
Donald Manning	Peer Counselor
Caren Jones	Literacy Coach
Tracey Patrick	Curriculum Coach
Dianne Hughes	Media Specialist

**How the school-based LLT functions**

The LLT will meet bi-weekly to review student data and program implementation to identify students at-risk and to drive classroom instruction. The LLT will work together to identify strategies that will be used to help maintain and improve student performance. The strategies will also be monitored and adjusted as needed.

## **Major initiatives of the LLT**

The major initiatives of the LLT will be to:

- successfully implement the new reading series
- successfully implement the Common Core Standards for K-5
- integrate reading skills across the curriculum to support math and science

## **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**

Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the participating schools thus helping them transition to Kindergarten. In addition, information is provided to the parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provide an Exception Student Education Pre-K Program at Ocala Springs Elementary for eligible 3 thru 5 year olds. The students are fully integrated into our school which helps them successfully transition into Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students. Our parents had the option of choosing one of ten sites to enroll their students in the VPK program.

FLKRS is administered to kindergarteners within the first 30 days to evaluate the effectiveness of the Pre-K programs.

Kindergarten registration kicked off in April continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

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.

## 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	69%	55%	No	72%
American Indian		0%		
Asian		0%		
Black/African American	50%	36%	No	55%
Hispanic	77%	41%	No	79%
White	72%	60%	No	75%
English language learners	74%	60%	No	77%
Students with disabilities	44%	21%	No	50%
Economically disadvantaged	67%	48%	No	70%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	22%	32%
Students scoring at or above Achievement Level 4	95	34%	35%

### 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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	135	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	32	59%	62%



**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)	15	56%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	41%	47%
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>		40%

**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	35	39%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	67%	59%	No	70%
American Indian		0%		
Asian		0%		
Black/African American	48%	43%	No	54%
Hispanic	68%	52%	No	72%
White	70%	62%	No	73%
English language learners	62%	80%	Yes	66%
Students with disabilities	51%	26%	No	56%
Economically disadvantaged	63%	53%	No	66%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	26%	36%
Students scoring at or above Achievement Level 4	71	25%	28%



**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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	49%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	40%	50%

**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	35	34%	44%
Students scoring at or above Achievement Level 4	21	20%	21%

**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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**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)	1		100
Participation in STEM-related experiences provided for students	1	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	90	15%	12%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	0%
Students who are not proficient in reading by third grade	59	10%	7%
Students who receive two or more behavior referrals	34	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	5%	2%

**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**

The Ocala Springs Elementary school staff will work together to increase our parent involvement by at least 3% from 2012 -2013 through the use of our parent resource center and parent nights.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of our lowest quartile of students	54	46%	49%

## Goals Summary

- G1.** Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.
- G2.** There will be an 3% increase of students who will earn a Level 3 or above on the Grade 5 FCAT Science Assessment as compared to last year (2013).
- G3.** Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.
- G4.** Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.
- G5.** There will be an 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).

## Goals Detail

**G1.** Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- CCRP for math, AIMSweb program, IXL Software

### Targeted Barriers to Achieving the Goal

- There is a lack of computational mastery and/or higher level problem solving skills.

### Plan to Monitor Progress Toward the Goal

We will monitor Performance Matters, AIMSweb/CBM scores, IXL reports, CCRP assessments, and FCA/DBMA results.

#### Person or Persons Responsible

Administrators, Curriculum Coach

#### Target Dates or Schedule:

Performance Matters will have up-to-date student data through the year as district/CCRP assessments are given. AIMSweb data will be gathered three times during the year. IXL reports will be pulled as needed.

#### Evidence of Completion:

The teachers, Curriculum Coach and the administration will review student data/reports at data meetings to monitor the students' performance in math. The teachers, Curriculum Coach and the administration will review student data/reports at data meetings to monitor the students' performance in reading.

**G2.** There will be an 3% increase of students who will earn a Level 3 or above on the Grade 5 FCAT Science Assessment as compared to last year (2013).

#### Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- District and School Science Labs Activities
- Implementation of Science Fair Project for 5th grade students
- Science CCRP

#### Targeted Barriers to Achieving the Goal

- There is a lack of background science knowledge for grades Kdg.-4 and exposure to science activities using the 5 E's.

### Plan to Monitor Progress Toward the Goal

We will monitor Performance Matters, CCRP assessments, and FCA/DBMA results.

#### Person or Persons Responsible

Administrators, Curriculum Coach

#### Target Dates or Schedule:

Performance Matters will have up-to-date student data through the year as district/CCRP assessments are given.

#### Evidence of Completion:

The teachers, Curriculum Coach and the administration will review student data/reports at data meetings to monitor the students' performance in math.

**G3.** Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Night Events
- School Connection Strategies

**Targeted Barriers to Achieving the Goal**

- Parents may not be aware that we provide activities to help them help their students.
- They may not understand the new trends in education.

**Plan to Monitor Progress Toward the Goal**

Leadership Meeting

**Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

**Target Dates or Schedule:**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM. We will meeting to debrief after each activity. Changes will be made as needed.

**Evidence of Completion:**

We will review the data gathered from the parent nights at the end of the year to see how we progressed in meeting our goal.

**G4.** Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Corrective Reading program
- REWARDS program
- AIMSweb program

**Targeted Barriers to Achieving the Goal**

- We will focus on the lack of reading comprehension on all levels and/or decoding skills for struggling readers.

### Plan to Monitor Progress Toward the Goal

We will monitor Performance Matters, AIMSweb/CBM scores, CCRP assessments, and FCA/DBMA results.

#### Person or Persons Responsible

Administrators, Literacy Coach

#### Target Dates or Schedule:

Performance Matters will have up-to-date student data through the year as district/CCRP assessments are given. AIMSweb data will be gathered three times during the year.

#### Evidence of Completion:

The teachers, Literacy Coach and the administration will review student data/reports at data meetings to monitor the students' performance in reading.

**G5.** There will be a 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- MMH Wonders Writing program
- Write Reflections
- FLDOE Sample Writing CD from Previous year

#### Targeted Barriers to Achieving the Goal

- There is a lack of basic foundational writing skills (vocabulary, spelling, details, and/or focus).

### Plan to Monitor Progress Toward the Goal

Performance Matters

#### Person or Persons Responsible

Teachers and Literacy Coach

#### Target Dates or Schedule:

Student progress will be monitored after Demand Writings have been scored.

#### Evidence of Completion:

Test results will be available for review once scores have been entered. There will also be a review on the rubrics used to score the prompts that can focus on specific needs of the individual students.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.

**G1.B1** There is a lack of computational mastery and/or higher level problem solving skills.

**G1.B1.S1** All students will be exposed to the CCSS using the Standards for Mathematical Practice (8).

### Action Step 1

Training and successful implementation of the CCSS - Standards for Mathematical Practice

#### Person or Persons Responsible

Administration, Curriculum Coach, and Common Core Lead Teachers

#### Target Dates or Schedule

There are 8 early release days and two district training days during the year. Teachers will have the opportunity to attend trainings on each of these days.

#### Evidence of Completion

The teachers and selected staff members will register for professional development opportunities online. There will be reports available with questions pertaining to the effectiveness of the training, understanding of strategies presented, and other information that focuses on the training.

#### Facilitator:

Administration, Curriculum Coach, and Common Core Lead Teachers

#### Participants:

Administration and Teachers

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

coaching, mentoring, administrative walk-throughs and evaluation observations

#### **Person or Persons Responsible**

Administrators and Curriculum Coach

#### **Target Dates or Schedule**

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### **Evidence of Completion**

There will be electronic data available for administrative walkthroughs and evaluation observations and anecdotal notes from coaching/mentoring.

### **Plan to Monitor Effectiveness of G1.B1.S1**

CCRP Program Effectiveness and Student Progress

#### **Person or Persons Responsible**

Administrators, Teachers, and Curriculum Coach

#### **Target Dates or Schedule**

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### **Evidence of Completion**

The administration will review how successful the implementation of the CCRP is by student performance and the results of high stakes test results (FCAT, FCA/DBMA, and K-2Comprehensive Assessment Tests).



**G1.B1.S2** Students will have the opportunity to practice IXL's math skills which are aligned to the 2010 Florida Next Generation Sunshine State Standards (Common Core).

**Action Step 1**

IXL software program on Student Desktops

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Students will have access to the software in school and at home.

**Evidence of Completion**

IXL automatically tracks student progress and displays proficiency scores in the state standards reports.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

IXL Reports

**Person or Persons Responsible**

Teachers and administration

**Target Dates or Schedule**

The student data will be monitored as needed to focus on differentiated instruction strategies.

**Evidence of Completion**

The reports will allow teachers to quickly evaluate student aptitude and identify trouble spots.

**Plan to Monitor Effectiveness of G1.B1.S2**

Analysis of reports

**Person or Persons Responsible**

Teachers, Curriculum Coach, and Administration

**Target Dates or Schedule**

The information will be reviewed during data meeting which will be scheduled around the Curriculum maps developed by the district.

**Evidence of Completion**

Minutes/anecdotal notes from data meetings or changes in the small groups for math.

**G2.** There will be an 3% increase of students who will earn a Level 3 or above on the Grade 5 FCAT Science Assessment as compared to last year (2013).

**G2.B1** There is a lack of background science knowledge for grades Kdg.-4 and exposure to science activities using the 5 E's.

**G2.B1.S1** Teachers will provided opportunities to learn strategies to effectively implement science labs/ activities using the 5 E's.

### **Action Step 1**

Training opportunities need to be available for teachers to learn more about the science curriculum and how to integrate the 5 E's.

#### **Person or Persons Responsible**

District Science Contact, Curriculum Coach, and the Administration

#### **Target Dates or Schedule**

During the first semester the Curriculum Coach will be able to request training on site to become a train the trainer for science strategies (5 E's, science labs/activities, safety, and/or specific areas based on FCA/CCPR results).

#### **Evidence of Completion**

Data meetings will generate notes/minutes; email contact to request training from the "District Offerings to Support School-based Training" packet; and/or the teachers' IPDP will provide documentation of profession development.

#### **Facilitator:**

Curriculum Coach, District Contact, and/or Administration

#### **Participants:**

Curriculum Coach, Teachers, and the administration.

### **Action Step 2**

District science labs/activities need to be recreated to present to students using the 5 E's.

#### **Person or Persons Responsible**

Curriculum Coach, teachers

#### **Target Dates or Schedule**

These activities will be scheduled around the science curriculum maps developed by the district.

#### **Evidence of Completion**

These activities will be documented in the teachers' lesson plans.

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

coaching, mentoring, administrative walk-throughs and evaluation observations

#### **Person or Persons Responsible**

Administrators and Curriculum Coach

#### **Target Dates or Schedule**

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### **Evidence of Completion**

There will be electronic data available for administrative walkthroughs and evaluation observations and anecdotal notes from coaching/mentoring.

### **Plan to Monitor Effectiveness of G2.B1.S1**

CCRP Program Effectiveness and Student Progress

#### **Person or Persons Responsible**

Administrators, Teachers, and Curriculum Coach

#### **Target Dates or Schedule**

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### **Evidence of Completion**

The administration will review how successful the implementation of the CCRP is by student performance ( CCRP assessments, classroom assignments, science notebooks grades, and/or student participation in science labs/activities) and the results of high stakes test results (FCAT, FCA/ DBMA assessments).

**G3.** Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.

**G3.B4** Parents may not be aware that we provide activities to help them help their students.

**G3.B4.S1** Information will be included in the newsletters and reminder flyers will be sent home with the students.

**Action Step 1**

school newsletters, classroom newsletters, school flyers, surveys, sign in sheets

**Person or Persons Responsible**

Administration, Teachers, Curriculum Coach, Literacy Coach

**Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

**Evidence of Completion**

Documents will be kept by the administration.

**Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Sign in sheets and parent surveys will be collected at the end of each activity.

**Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

**Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

**Evidence of Completion**

The parents will share input on the survey and sign in to show how of them participate in each activity.

### **Plan to Monitor Effectiveness of G3.B4.S1**

Surveys will be analyzed; the number of participants will be counted for each activity and compared to last year's participants.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00 PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

This will be documented through the surveys and sign in sheets. We will make changes based on the comments provided by the parents.

**G3.B4.S2** The administration will send out Blackboard Connect 5 messages via telephone numbers.

#### **Action Step 1**

Training will be provided to the administration for Blackboard Connect 5 and School Connect.

#### **Person or Persons Responsible**

Administration, Teachers, Literacy Coach, Curriculum Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

Records of the messages will be available online and hard copies of the newsletters will be available on file.

#### **Facilitator:**

District Contacts

#### **Participants:**

Administration

### **Plan to Monitor Fidelity of Implementation of G3.B4.S2**

Sign in sheets and parent surveys will be collected at the end of each activity.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

The parents will share input on the survey and sign in to show how of them participate in each activity.

### **Plan to Monitor Effectiveness of G3.B4.S2**

Surveys will be analyzed, the number of participants will be counted for each activity and compared to last years participants.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00 PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

This will be documented through the surveys and sign in sheets. We will make changes based on the comments provided by the parents.

**G3.B4.S3** The administration will send push notifications via smart phones.

**Action Step 1**

Training will be provided to the administration for Blackboard Connect 5 and School Connect.

**Person or Persons Responsible**

Administration, Teachers, Literacy Coach, Curriculum Coach

**Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

**Evidence of Completion**

Records of the messages will be available online and hard copies of the newsletters will be available on file.

**Facilitator:**

District Contacts

**Participants:**

Administration

**Plan to Monitor Fidelity of Implementation of G3.B4.S3**

Sign in sheets and parent surveys will be collected at the end of each activity.

**Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

**Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

**Evidence of Completion**

The parents will share input on the survey and sign in to show how of them participate in each activity.

### **Plan to Monitor Effectiveness of G3.B4.S3**

Surveys will be analyzed, the number of participants will be counted for each activity and compared to last years participants.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00 PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

This will be documented through the surveys and sign in sheets. We will make changes based on the comments provided by the parents.

### **G3.B5 They may not understand the new trends in education.**

#### **G3.B5.S1 Selected faculty members will present curriculum information to parents during the year.**

##### **Action Step 1**

The administration will invite the parents to specific evening activities.

#### **Person or Persons Responsible**

Selected faculty members, the administration, and parents

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

There will be sign in sheets provided for parents.



### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Sign in sheets and parent surveys will be collected at the end of each activity.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

The parents will share input on the survey and sign in to show how of them participate in each activity.

### **Plan to Monitor Effectiveness of G3.B5.S1**

Surveys will be analyzed; the number of participants will be counted for each activity and compared to last year's participants.

#### **Person or Persons Responsible**

Administration, Curriculum Coach, Literacy Coach

#### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00 PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

#### **Evidence of Completion**

This will be documented through the surveys and sign in sheets. We will make changes based on the comments provided by the parents.

**G4.** Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.

**G4.B1** We will focus on the lack of reading comprehension on all levels and/or decoding skills for struggling readers.

**G4.B1.S1** Differentiated instruction will be provided to all grade levels to address the specific needs of the students within small groups.

### **Action Step 1**

Training will be provided on how to use AIMSweb and FAIR data to drive instruction and/or deliver differentiated instruction to all students.

#### **Person or Persons Responsible**

Teachers, Non-Instructional Paraprofessionals, Literacy Coach

#### **Target Dates or Schedule**

AIMSweb data will gathered three time during the year.

#### **Evidence of Completion**

The assessment results will generate interventions for students' specific needs.

#### **Facilitator:**

Administration, Literacy Coach

#### **Participants:**

Administration, Literacy Coach, Faculty, and Non-instructional Paraprofessionals

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

Fidelity Reading Checklist Administrative walk-throughs and evaluation observations

#### **Person or Persons Responsible**

Administrators Reading Coach

#### **Target Dates or Schedule**

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### **Evidence of Completion**

There will be electronic data available for administrative walk-throughs and evaluation observations and anecdotal notes from coaching/mentoring.

## Plan to Monitor Effectiveness of G4.B1.S1

### CCRP Program Effectiveness Student Progress

#### Person or Persons Responsible

Administrators, Teachers, and Reading Coach

#### Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

#### Evidence of Completion

The administration will review how successful the implementation of the CCRP is by student performance and the results of high stakes test results (FCAT, FCA/DBMA, and K-2 Comprehensive Assessment Tests).

**G5.** There will be an 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).

**G5.B1** There is lack of basic foundational writing skills (vocabulary, spelling, details, and/or focus).

**G5.B1.S1** Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

#### Action Step 1

The Literacy Coach will provide coaching and training for high effectsize strategies in writing.

#### Person or Persons Responsible

Classroom Teachers and Literacy Coach

#### Target Dates or Schedule

During the first semester the Literacy Coach will be trained on writing strategies as a "train the trainer."

#### Evidence of Completion

The teachers and selected staff members will register for professional development opportunities online. There will be reports available with questions pertaining to the effectiveness of the training, understanding of strategies presented, and other information that focuses on the training.

#### Facilitator:

Literacy Coach

#### Participants:

Administration and Teachers

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

District Demand Writings and Write Reflections results

#### **Person or Persons Responsible**

Teachers, Literacy Coach

#### **Target Dates or Schedule**

There will be three District Demand Writings given during the year. There will also be school based writing prompts given to the students in between the District Demand Writings (one per month).

#### **Evidence of Completion**

Student results will be available in Performance Matters. The information will also be reviewed during data meetings.

### **Plan to Monitor Effectiveness of G5.B1.S1**

The effectiveness will be monitored by the success of student performance.

#### **Person or Persons Responsible**

Teachers and Literacy Coach

#### **Target Dates or Schedule**

The effectiveness of the strategies used will be monitored after each set of prompts are scored.

#### **Evidence of Completion**

Teachers will use scoring sheet (rubrics) to focus on the specific needs of individual, small groups and/or whole groups of students. The information gathered will help to drive instruction.

## 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 I Part A – The Ocala Springs Elementary Title program focuses on providing resources to support student learning. These resources include a Curriculum Coach, student supplies, non-instructional paraprofessionals who work with students on remediation and intervention strategies, and funding for parent nights.

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 - N/A

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 to 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.

Our district supports Red Ribbon Week which focuses on the prevention of violence at and away from school, prevents the illegal use of alcohol, drugs, & tobacco, and fosters a safe, drug free environment that supports students.

Our school lunch program focuses on good nutrition by providing fresh fruits and vegetables to our students every day. The teachers also provide instruction on nutrition through health and fitness activities.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: N/A

Voluntary Pre-Kindergarten Program: Our parents have the opportunity to enroll their students in state funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

## 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.*

**G1.** Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.

**G1.B1** There is a lack of computational mastery and/or higher level problem solving skills.

**G1.B1.S1** All students will be exposed to the CCSS using the Standards for Mathematical Practice (8).

### PD Opportunity 1

Training and successful implementation of the CCSS - Standards for Mathematical Practice

#### Facilitator

Administration, Curriculum Coach, and Common Core Lead Teachers

#### Participants

Administration and Teachers

#### Target Dates or Schedule

There are 8 early release days and two district training days during the year. Teachers will have the opportunity to attend trainings on each of these days.

#### Evidence of Completion

The teachers and selected staff members will register for professional development opportunities online. There will be reports available with questions pertaining to the effectiveness of the training, understanding of strategies presented, and other information that focuses on the training.

**G2.** There will be an 3% increase of students who will earn a Level 3 or above on the Grade 5 FCAT Science Assessment as compared to last year (2013).

**G2.B1** There is a lack of background science knowledge for grades Kdg.-4 and exposure to science activities using the 5 E's.

**G2.B1.S1** Teachers will provided opportunities to learn strategies to effectively implement science labs/ activities using the 5 E's.

### **PD Opportunity 1**

Training opportunities need to be available for teachers to learn more about the science curriculum and how to integrate the 5 E's.

#### **Facilitator**

Curriculum Coach, District Contact, and/or Administration

#### **Participants**

Curriculum Coach, Teachers, and the administration.

#### **Target Dates or Schedule**

During the first semester the Curriculum Coach will be able to request training on site to become a train the trainer for science strategies (5 E's, science labs/activities, safety, and/or specific areas based on FCA/CCPR results).

#### **Evidence of Completion**

Data meetings will generate notes/minutes; email contact to request training from the "District Offerings to Support School-based Training" packet; and/or the teachers' IPDP will provide documentation of profession development.

**G3.** Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.

**G3.B4** Parents may not be aware that we provide activities to help them help their students.

**G3.B4.S2** The administration will send out Blackboard Connect 5 messages via telephone numbers.

#### **PD Opportunity 1**

Training will be provided to the administration for Blackboard Connect 5 and School Connect.

##### **Facilitator**

District Contacts

##### **Participants**

Administration

##### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

##### **Evidence of Completion**

Records of the messages will be available online and hard copies of the newsletters will be available on file.

**G3.B4.S3** The administration will send push notifications via smart phones.

#### **PD Opportunity 1**

Training will be provided to the administration for Blackboard Connect 5 and School Connect.

##### **Facilitator**

District Contacts

##### **Participants**

Administration

##### **Target Dates or Schedule**

There will be three parent nights during this school year. The activities/dates are Demand Writing Strategies on October 10 at 6:00PM; Families Building Better Readers on November 12 at 6:00 PM; and FCAT Night on January 20 at 6:00 PM.

##### **Evidence of Completion**

Records of the messages will be available online and hard copies of the newsletters will be available on file.



**G4.** Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.

**G4.B1** We will focus on the lack of reading comprehension on all levels and/or decoding skills for struggling readers.

**G4.B1.S1** Differentiated instruction will be provided to all grade levels to address the specific needs of the students within small groups.

### **PD Opportunity 1**

Training will be provided on how to use AIMSweb and FAIR data to drive instruction and/or deliver differentiated instruction to all students.

#### **Facilitator**

Administration, Literacy Coach

#### **Participants**

Administration, Literacy Coach, Faculty, and Non-instructional Paraprofessionals

#### **Target Dates or Schedule**

AIMSweb data will gathered three time during the year.

#### **Evidence of Completion**

The assessment results will generate interventions for students' specific needs.

**G5.** There will be an 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).

**G5.B1** There is lack of basic foundational writing skills (vocabulary, spelling, details, and/or focus).

**G5.B1.S1** Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

### **PD Opportunity 1**

The Literacy Coach will provide coaching and training for high effectsize strategies in writing.

#### **Facilitator**

Literacy Coach

#### **Participants**

Administration and Teachers

#### **Target Dates or Schedule**

During the first semester the Literacy Coach will be trained on writing strategies as a "train the trainer."

#### **Evidence of Completion**

The teachers and selected staff members will register for professional development opportunities online. There will be reports available with questions pertaining to the effectiveness of the training, understanding of strategies presented, and other information that focuses on the training.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.	\$28,364
G3.	Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.	\$1,356
G4.	Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.	\$91,834
G5.	There will be an 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).	\$863
Total		\$122,417

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Professional Development	Other	Technology	Total
Title I	\$119,413	\$863	\$0	\$391	\$1,750	\$122,417
Total	\$119,413	\$863	\$0	\$391	\$1,750	\$122,417

### Budget Details

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

**G1.** Our math goal is to increase AMOs. All students from 59% to 70%; Black students from 43% to 54%; Hispanic students from 52% to 72%; White students from 62% to 73%; ELL students from 80% to 66%; SWD students from 26% to 56%; ED Students from 53% to 66%.

**G1.B1** There is a lack of computational mastery and/or higher level problem solving skills.

**G1.B1.S1** All students will be exposed to the CCSS using the Standards for Mathematical Practice (8).

**Action Step 1**

Training and successful implementation of the CCSS - Standards for Mathematical Practice

**Resource Type**

Personnel

**Resource**

The Curriculum Coach will provide curriculum support via training, coaching, mentoring, and/or providing resources to teachers and assistants to effectively implement the Standards for Mathematical Practices.

**Funding Source**

Title I

**Amount Needed**

\$26,614

**G1.B1.S2** Students will have the opportunity to practice IXL's math skills which are aligned to the 2010 Florida Next Generation Sunshine State Standards (Common Core).

**Action Step 1**

IXL software program on Student Desktops

**Resource Type**

Technology

**Resource**

The Curriculum Coach will provide curriculum support via training, coaching, mentoring, and/or providing resources to teachers and assistants to effectively implement the CCRP for science and the strategies for the 5 E's.

**Funding Source**

Title I

**Amount Needed**

\$1,750

**G2.** There will be an 3% increase of students who will earn a Level 3 or above on the Grade 5 FCAT Science Assessment as compared to last year (2013).

**G2.B1** There is a lack of background science knowledge for grades Kdg.-4 and exposure to science activities using the 5 E's.

**G2.B1.S1** Teachers will provided opportunities to learn strategies to effectively implement science labs/ activities using the 5 E's.

### **Action Step 1**

Training opportunities need to be available for teachers to learn more about the science curriculum and how to integrate the 5 E's.

#### **Resource Type**

Professional Development

#### **Resource**

Resources for generating newsletters and flyers for parent communication will be provided.

#### **Funding Source**

Title I

#### **Amount Needed**

**G3.** Our goal is to have a 10% increase of parents involved in Parent Nights. These events will help them learn effective strategies to help their students at home.

**G3.B4** Parents may not be aware that we provide activities to help them help their students.

**G3.B4.S1** Information will be included in the newsletters and reminder flyers will be sent home with the students.

**Action Step 1**

school newsletters, classroom newsletters, school flyers, surveys, sign in sheets

**Resource Type**

Other

**Resource**

**Funding Source**

Title I

**Amount Needed**

\$391

**G3.B5** They may not understand the new trends in education.

**G3.B5.S1** Selected faculty members will present curriculum information to parents during the year.

**Action Step 1**

The administration will invite the parents to specific evening activities.

**Resource Type**

Personnel

**Resource**

Parent Night Presentations

**Funding Source**

Title I

**Amount Needed**

\$965

**G4.** Our reading goal is to increase the AMOs: All students from 55% to 72%; Black students from 36% to 50%; Hispanic students from 41% to 79%; White students from 60% to 75%; ELL from 60% to 77%; SWD from 21% to 50%; ED students from 48% to 70%.

**G4.B1** We will focus on the lack of reading comprehension on all levels and/or decoding skills for struggling readers.

**G4.B1.S1** Differentiated instruction will be provided to all grade levels to address the specific needs of the students within small groups.

### **Action Step 1**

Training will be provided on how to use AIMSweb and FAIR data to drive instruction and/or deliver differentiated instruction to all students.

#### **Resource Type**

Personnel

#### **Resource**

Non-instructional paraprofessionals will be trained to assist teachers with interventions for AIMSweb and working with students in small groups.

#### **Funding Source**

Title I

#### **Amount Needed**

\$91,834

**G5.** There will be an 3% increase of students who will earn a Level 3.5 or above on the Grade 4 FCAT Writing Assessment as compared to last year (2013).

**G5.B1** There is lack of basic foundational writing skills (vocabulary, spelling, details, and/or focus).

**G5.B1.S1** Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

**Action Step 1**

The Literacy Coach will provide coaching and training for high effectsize strategies in writing.

**Resource Type**

Evidence-Based Materials

**Resource**

Teachers will be trained to effectively use the scoring rubrics and best practice strategies to provide high effectsize strategies for writing instruction.

**Funding Source**

Title I

**Amount Needed**

\$863