
2013-2014 SCHOOL IMPROVEMENT PLAN

Marion Oaks Elementary School
280 MARION OAKS TRL
Ocala, FL 34473
352-291-7975

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 49%
Alternative/ESE Center No	Charter School No	Minority Rate 60%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Marion Oaks Elementary School

Principal

Gary Smallridge

School Advisory Council chair

Nidia Delgado

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

Name	Title
Gary Smallridge	Principal
Natalia Robledo	Assistant Principal
Nicole Cox	Coordinator
Jennifer Houle	Dean
Barbara Lulenski	Intervention Teacher

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

MOES SAC committee consists of 20 members including six parents, one administrator, eleven teachers, one non-instructional staff, and one community member. There is one committee chair, one co-chair, and one secretary.

Involvement of the SAC in the development of the SIP

The SAC committee will provide suggestions and input into the development of the School Improvement Plan

Activities of the SAC for the upcoming school year

SAC committee will meet monthly to discuss a variety of topics as needed. These topics may include the School Improvement Plan, use of school improvement funds, needs of the school including its students, staff, and parents, and other assorted information as deemed appropriate by the president and principal.

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

At this time, the school does not have a school improvement budget. If such funds were to be provided, MOES would consider using these funds for after school tutoring programs that are no longer funded through other sources.

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

Not In Compliance

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

MOES will actively recruit parents and other community members to the SAC committee in an effort become compliant 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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gary Smallridge		
Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Elementary Education Educational Leadership	
Performance Record	<p>Principal Gary Smallridge Elementary Education Educational Leadership 1 7 Principal of Ward-Highlands: 2011-2012: 2010-2011: School Grade: B AYP: NO 48% of students with disabilities made AYP in Reading, 60% of Economically disadvantaged students made AYP in reading in 2010 school year. 2009-2010: School Grade B AYP: No Principal of Maplewood Elementary School grade 2008-2009: A AYP: No 60% of students in the lowest 25% made AYP in Reading, 66% of Students in the lowest 25% made AYP in Math 42% of students with disabilities made AYP in Reading and 48% of students with disabilities made AYP in Math. 2007-2008: A AYP: No 70% economically disadvantaged students made AYP in Reading, and 74% in Math. 57% of students with disabilities made AYP in Reading, 67% of students with disabilities made AYP in Math. 2006-2007: A AYP: No 73% of African American students made AYP in Reading and 74% made AYP in Math. 58 % of Economically disadvantaged students made AYP in Reading and 69% made AYP in Math. 48% of students with disabilities made AYP in Reading and 53% made AYP in Math. 2005-2006: A AYP: Yes All subgroups made Adequate yearly progress.</p>	

Nicole Cox		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Master's Degree in Educational Leadership from Nova Southeastern University Doctoral work in Organizational Leadership from Nova Southeastern University (doctorate date TBA) Certifications: English 6-12 Exceptional Student Education Educational Leadership	
Performance Record	2010-2013 Exceptional Student Education Coordinator assigned at district office. 2013-2014 Marion Oaks Elementary, Coordinator	

Natalia Robledo

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Educational Specialist's Degree in Educational Leadership,
Nova Southeastern University
Master's Degree in Reading K-12, Nova Southeastern University
Bachelor's Degree in Elementary Education, Florida International
University
School Principal Certification
ESOL Endorsed

Performance Record

2011-2012: Sunrise Elementary School, Grade C, Reading
Mastery 51%, Math Mastery 57%, Writing Mastery 67%, Lowest
25% making gains in Reading: 80 Math: 39, Learning Gains in
Reading: 73, Math: 61
2010-2011: Sunrise Elementary School, Grade C, Reading
Mastery 66%, Math Mastery 70%; Writing Mastery 92% AYP:
72%, Total, African-American, Hispanic, Economically
Disadvantaged, and English Language Learners did not meet
AYP in Reading. No subgroups met AYP in Math. Lowest 25%
making gains in Reading: 45 Math: 51, Learning Gains in
Reading: 56, Math: 53
2009-2010: Sunrise Elementary School, no school grade,
Reading Mastery 68%, Math Mastery 76%; AYP: 82%, White,
African-American, Hispanic, Economically Disadvantaged, and
Students with Disabilities did not meet AYP in Reading. Students
with Disabilities did not meet AYP in Math. No learning gains
reported due to Sunrise being a K-3 school.
2008-2009: Evergreen Elementary School, Grade B, Reading
Mastery 57%, Math Mastery 60%; AYP: 82%, African-American,
and Economically Disadvantaged did not meet AYP in Reading.
African-American and Economically Disadvantaged did not meet
AYP in Math. Lowest 25% making gains in Reading: 66 Math: 70,
Learning Gains in Reading: 67, Math: 66
2007-2008: Dunnellon Elementary School, Grade C, Reading
Mastery 72%, Math Mastery 70%; AYP: 92%, Students with
Disabilities did not meet AYP in Reading and Math. Lowest 25%
making gains in Reading: 43 Math: 47, Learning Gains in
Reading: 65, Math: 53

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

91%

certified in-field

45, 98%

ESOL endorsed

35, 76%

reading endorsed

6, 13%

with advanced degrees

14, 30%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

16, 35%

with 6-14 years of experience

22, 48%

with 15 or more years of experience

9, 20%

Education Paraprofessionals**# of paraprofessionals**

28

Highly Qualified

28, 100%

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

3

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

1. Ongoing on-site professional development on a variety of topics based deficiencies shown in student data (FCAT, DBMA, FCAs, Comprehensive exams, etc.); Natalia Robledo, Nicole Cox, Jennifer Houle, Barbara Lulenski
2. All teachers are assigned to grade level and/or department team that meets weekly. One meeting a month will be designated as a Data meeting; Assigned Team Leaders & Instructional Coaches
3. Faculty meetings twice a month-one designated as a Data meeting; Gary Smallridge, Natalia Robledo, Nicole Cox, Instructional Coaches, Various Faculty Members
4. PLCs for teachers to volunteer their expertise and participate in shared decision making to improve instruction.; Various Faculty Members

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

MOES currently does not have any first year teachers. Teachers that are new to MOES are placed on grade level teams that meet at least monthly to share important information and policies. Each grade level has an administratively designated team lead that is responsible for sharing information, as well. Team leaders have been chosen based on demonstrated skill proficiency.

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

MOES reviews data from multiple sources on a monthly basis (or more frequent when needed) to monitor the progress of students. Data indicates students growth both in Tier 1 instruction and in any intervention that students have been receiving. Funds and staff are allocated to classrooms or groups of students as the data indicates a need. The committee will determine when teachers need additional support with Tier 1 instruction and will determine if students should progress to Tier 2 or 3 intervention.

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

Administrators review data, work to problem solve when issues arise, and ensure that intervention and instruction is provided with expected fidelity.
The intervention teacher helps to determine appropriate interventions for classes or students as indicated by the data.

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

The SBLT will use classroom observations completed by administration to ensure that MTSS and SIP protocols are implemented with fidelity in each classroom or intervention group.

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

Data is maintained in Performance Matters, AIMSweb, and within some individual interventions. The data is graphed and compared to determine rate of progress and to identify problem areas in all subjects as well as behavior.

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

MOES staff will be provided appropriate professional development to ensure that a complete understanding of MTSS is achieved. They will also be provided training in the data management systems to allow full understanding of potential use of the information contained within. Information about MTSS is readily available for all parents on the MCPS website. Additional questions can be answered by school administration, guidance counselors, and teachers as needed on an individual basis,

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: Extended Day for All Students

Minutes added to school year:

At this time there is no budget for Extended Learning Strategies

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Natalia Robledo	Assistant Principal
Nicole Cox	Coordinator

How the school-based LLT functions

Natalia Robledo, Assistant Principal – Co-facilitator
Nicole Cox, Coordinator - Co-Facilitator

One grade level rep from each grade level – provide teacher perspective, share ideas, determine goals and needs for the school

This team meets on a monthly basis. Agenda items will be based on current Reading and Writing data from each grade level. The function of the team will be to examine the current data, share best practices, and report to the faculty.

Major initiatives of the LLT

1. Set a goal according to AMO (TBD) passing for all students and communicate this to the faculty and community
2. Provide activities to do at home to support the school through the monthly newsletter and alert now messages
3. Monitor data and provide effective staff development for the faculty
4. Work closely with Title I Resource Van to provide families with additional activities to reinforce reading at home

Every Teacher Contributes to Reading Instruction

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

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

Marion Oaks Elementary currently houses Voluntary PreKindergarten Program for developmentally delayed students. Communication between kindergarten and Prek occurs regularly. Articulation meetings are held towards the end of the year. Articulation meetings may consist of the student, parents, Compliance Specialist, School Psychologist, Principal, Assistant Principal, Regular Education Teacher, ESE teachers, and Guidance Counselor

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	55%	45%	No	60%
American Indian				
Asian				
Black/African American	54%	46%	No	59%
Hispanic	54%	40%	No	59%
White	54%	49%	No	59%
English language learners	38%	31%	No	45%
Students with disabilities	41%	22%	No	47%
Economically disadvantaged	53%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	21%	26%
Students scoring at or above Achievement Level 4	75	22%	27%

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>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		63%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	120	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	25	50%	55%

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)	48	39%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	22%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	29%	34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	43	46%	51%
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	56%	50%	No	60%
American Indian				
Asian				
Black/African American	58%	45%	No	63%
Hispanic	52%	43%	No	57%
White	53%	58%	Yes	58%
English language learners	43%	41%	No	48%
Students with disabilities	43%	25%	No	48%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	26%	31%
Students scoring at or above Achievement Level 4	72	21%	26%

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>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	49%	54%

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	19	19%	24%
Students scoring at or above Achievement Level 4	25	25%	30%

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>		0%
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		1
Participation in STEM-related experiences provided for students	101	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	768	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	768	4%	2%
Students who are not proficient in reading by third grade	138	61%	56%
Students who receive two or more behavior referrals	768	8%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	768	10%	7%

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

MOES would like to have at least 80% of our families participate in our beginning of the year student orientation and open house. MOES is a Title 1 School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% participation	511	70%	80%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.

Goals Detail

G1. Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- MOES currently has two dedicated intervention teachers that will work with students and teachers to improve students' academic skills and 2 paraprofessionals dedicated to assisting teachers and students with interventions. There is one paraprofessional assigned to work as a lab manager. MOES will also work closely with district assigned coaches to ensure that teachers are well-equipped to provide the most effective instruction possible.
- There is also significant time available for all students to receive intervention in deficient skills. Several paraprofessionals that are not solely dedicated to intervene

Targeted Barriers to Achieving the Goal

- MOES teachers are not fully versed in the current MTSS process. They are not aware of all of the interventions and strategies available to them that will enhance education and interventions.

Plan to Monitor Progress Toward the Goal

Data will be reviewed monthly and problem solving process will be applied when data does not indicate acceptable progress

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

Monthly (or more frequent)

Evidence of Completion:

School data will demonstrate an increase in student proficiency

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.

G1.B3 MOES teachers are not fully versed in the current MTSS process. They are not aware of all of the interventions and strategies available to them that will enhance education and interventions.

G1.B3.S2 MOES intervention teachers and dedicated paraprofessionals will work with the teachers and students to ensure that all students are provided the instruction and intervention needed to achieve proficiency.

Action Step 1

MOES school based leadership team will closely monitor students progress in reading, math, writing, and science. Based upon evidence documented in progress monitoring students will be placed into intervention groups designed to meet their individual needs. MOES teachers will receive ongoing professional development in the MTSS process and the interventions that are available for all students. They will work with the school based intervention teachers and paraprofessionals to provide the appropriate interventions.

Person or Persons Responsible

School administrators, reading/math coaches, intervention teachers, behavior specialist, school psychologist, lead teachers,

Target Dates or Schedule

Teachers are provided ongoing professional development on each early release day. They are also provided opportunities during team meetings and data meetings with the school based leadership team.

Evidence of Completion

MOES has allocated Title 1 funds totalling \$106,184 for these teaching positions and \$44,175 for the paraprofessional salaries. Sign in sheets are also kept at all trainings to document participation.

Facilitator:

School administrators, reading/math coaches, intervention teachers, behavior specialist, school psychologist, lead teachers,

Participants:

Teachers and paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Provision of ongoing professional development for teachers and staff

Person or Persons Responsible

School administration, coaches, intervention teachers

Target Dates or Schedule

monthly or more often

Evidence of Completion

School based administrators will monitor monthly trainings and ensure that teachers and staff receive all needed professional development

Plan to Monitor Effectiveness of G1.B3.S2

The implementation of appropriate interventions will be provided to students based upon progress monitoring data and professional development

Person or Persons Responsible

School based administration

Target Dates or Schedule

Monthly or more often

Evidence of Completion

The school administrators monitor the implementation of interventions during walk throughs and observations. Student growth will be monitored by ongoing progress monitoring in AIMSweb

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

We use allocated Title I funds to purchase highly qualified staff members and supplemental supplies that will enable us to provide a safe and varied environment conducive to student learning and increased parent involvement. The salaries for our two Academic Coaches, and Paraprofessionals are paid using Title I funds. Other items include technology, books, copies, curriculum materials needed to increase parent involvement.

Title I, Part C- Migrant

Migrant families in need of assistance through Title I, Part C funds are identified through our guidance department. Those families are offered assistance with additional tutoring services and local resources to assist while staying in the area.

Title I, Part D

We do not receive Title I, Part D funds

Title II

Title II funds are used by the district for staff development

Title III

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. Supplemental materials that correlate with our adopted Reading series are also used to improve the education of immigrant and ELL students.

Title X- Homeless

Families who are in need of support through Title X funds are identified through referrals to the guidance department. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals, etc...) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are not available for the 2013-2014 SY

Violence Prevention Programs

All students participate in Red Ribbon Week which focuses on the prevention of substance abuse. Marion Oaks Elementary is also a Drug Free Zone. We follow the Marion County Public School policy to provide a "bully-free" campus. We receive information to help prevent bullying from the Marion County Children's Alliance. We also receive support from the district's Safe Schools coordinator. All 5th grade students are required to participate in the DARE program. Students who exhibit violent behavior are referred to Student Services for a Violence Risk referral. Students who receive a Violence Risk Referral are encouraged to go to The Centers mental health facility. Families may use a different facility at their own expense. The District receives funds for programs (Red Ribbon Week, etc.) that support prevention of violence in and around the school. They prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement. In addition, students that are repeatedly referred to the program or who have a number of office referrals participate in a weekly Skillstreaming session facilitated by our social worker and guidance counselor to give students the necessary tools to prevent violence. The state supported Positive Behavior Support (PBS) program is used at Marion Oaks Elementary as our core behavior curriculum. We also utilize anti-bullying curriculum: Steps to Respect

Nutrition Programs

Marion Oaks Elementary participates in the free breakfast program providing a nutritional breakfast to all children on our campus. We also provide opportunity for free or reduced lunch prices to all families who qualify. We offer a district supported and funded Health and Wellness curriculum to all students.

Housing Programs

We do not participate in any housing programs

Head Start

Marion Oaks does not provide Head Start services. However, MOES does provide Voluntary PreKindergarten services to students with exceptionalities during the school year. MOES also provides PreKindergarten to all eligible students during the summer.

Adult Education

Marion Oaks' students will participate in a Career Day each year. Information about Central Florida College and Community Technical Adult Education is available as needed.

Career and Technical Education

Marion Oaks' students will participate in a Career Day each year. Information about Central Florida College and Community Technical Adult Education is available as needed.

Job Training

Information about Central Florida College and Community Technical Adult Education is available as needed.

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. Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.

G1.B3 MOES teachers are not fully versed in the current MTSS process. They are not aware of all of the interventions and strategies available to them that will enhance education and interventions.

G1.B3.S2 MOES intervention teachers and dedicated paraprofessionals will work with the teachers and students to ensure that all students are provided the instruction and intervention needed to achieve proficiency.

PD Opportunity 1

MOES school based leadership team will closely monitor students progress in reading, math, writing, and science. Based upon evidence documented in progress monitoring students will be placed into intervention groups designed to meet their individual needs. MOES teachers will receive ongoing professional development in the MTSS process and the interventions that are available for all students. They will work with the school based intervention teachers and paraprofessionals to provide the appropriate interventions.

Facilitator

School administrators, reading/math coaches, intervention teachers, behavior specialist, school psychologist, lead teachers,

Participants

Teachers and paraprofessionals

Target Dates or Schedule

Teachers are provided ongoing professional development on each early release day. They are also provided opportunities during team meetings and data meetings with the school based leadership team.

Evidence of Completion

MOES has allocated Title 1 funds totalling \$106,184 for these teaching positions and \$44,175 for the paraprofessional salaries. Sign in sheets are also kept at all trainings to document participation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.	\$150,359
Total		\$150,359

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title 1	\$150,359	\$150,359
Total	\$150,359	\$150,359

Budget Details

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

G1. Students scoring proficiently will increase by 15%; in Reading & Math respectively African American students will increase by 13% & 18%; Hispanic by 19% & 14%; SWD by 25% & 23%; In reading, White students will increase by 10%; ELL by 14%; and ED by 17%.

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G1.B3.S2 MOES intervention teachers and dedicated paraprofessionals will work with the teachers and students to ensure that all students are provided the instruction and intervention needed to achieve proficiency.

Action Step 1

MOES school based leadership team will closely monitor students progress in reading, math, writing, and science. Based upon evidence documented in progress monitoring students will be placed into intervention groups designed to meet their individual needs. MOES teachers will receive ongoing professional development in the MTSS process and the interventions that are available for all students. They will work with the school based intervention teachers and paraprofessionals to provide the appropriate interventions.

Resource Type

Personnel

Resource

\$106,184 for teaching positions and \$44,175 for the paraprofessional salaries.

Funding Source

Title 1

Amount Needed

\$150,359