South Ocala Elementary School

2021-22 Schoolwide Improvement Plan

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South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Diana Elysee

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (42%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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1430 SE 24TH RD, Ocala, FL 34471

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The South Ocala Elementary family is committed to working together with teachers, staff, parents, and community members to instill in students a lifelong love for learning. Together, we will ensure a nurturing environment and create a challenging and individualized curriculum tailored to every student's unique needs.

Provide the school's vision statement.

South Ocala Elementary is the desired community school for student-centered learning. Our focus is to provide a family-friendly environment in order to develop successful and well-rounded global leaders.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Elysee, Diana	Principal	Lead South Ocala to continuous improvement and growth Oversee duties and responsibilities of stakeholders Analyze student data, analyze and disseminate data, mentor students for progress Implement action plans to address the need Oversee the budget Provide teachers with feedback and complete evaluations Communicate with families and stakeholders the expectation and school goals Oversee expectations of Title 1 documentation Delegate tasks to continue operation of the school
Harris, Glen	Dean	Oversee discipline and behavior policies and classroom implementation Assist with operations of the school Oversee the Crisis Management system Safety Chair
Cabrales, Maria	Reading Coach	Lead PD for ELA instruction Lead Collaborative Planning sessions Monitor student reading progress Assist students and teachers in the classroom Train teachers and non-instructional personnel Model quality instruction for teachers
Mcconnell, Laurie	Math Coach	Lead PD for mathematics instruction Lead Collaborative Planning sessions Monitor student mathematics progress Assist students and teachers in the classroom Train teachers and non-instructional personnel Model quality instruction for teachers Oversee the usage of technology in classrooms
Werhner, Nicole	Reading Coach	Lead PD for ELA instruction Lead Collaborative Planning sessions Monitor student reading progress Assist students and teachers in the classroom Train teachers and non-instructional personnel Model quality instruction for teachers
Miller, Rebecca	Assistant Principal	Assist the principal leading the operations of the school Inventory of textbooks Assist with teacher feedback and evaluation Oversee report cards and progress reports Address student concerns Devise data sheets and lead conversations Oversee Buzz Up (MTSS block)

Name	Position Title	Job Duties and Responsibilities
		Assist with creating schedules Lead curriculum material for faculty and staff
Brown, Alicia	School Counselor	Oversee the Social Emotional Learning curriculum Schedule 504, ESE, ESOL meetings Assist with homelessness Complete social work referrals Assist with DCF Conduct PST meetings to discuss student needs
	Parent Engagement Liaison	Lead parent engagement activities Plan parent engagement activities Communicate parent engagement activities Collaborate with the Coaches regarding the areas of focus Assist with communication with parents linked with missed assignments

Demographic Information

Principal start date
Thursday 7/1/2021, Diana Elysee

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
656

Identify the number of instructional staff who left the school during the 2020-21 school year.
18

Identify the number of instructional staff who joined the school during the 2021-22 school year.
7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	116	98	104	108	99	121	0	0	0	0	0	0	0	646
Attendance below 90 percent	43	39	41	43	39	38	0	0	0	0	0	0	0	243
One or more suspensions	6	2	5	8	19	16	0	0	0	0	0	0	0	56
Course failure in ELA	25	29	29	15	19	20	0	0	0	0	0	0	0	137
Course failure in Math	15	28	28	15	26	23	0	0	0	0	0	0	0	135
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	21	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	23	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	6	10	0	0	0	0	0	0	0	0	0	16

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	28	31	18	33	35	0	0	0	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	103	111	109	114	127	0	0	0	0	0	0	0	661
Attendance below 90 percent	11	28	24	29	33	24	0	0	0	0	0	0	0	149
One or more suspensions	6	5	7	15	12	12	0	0	0	0	0	0	0	57
Course failure in ELA	4	13	17	6	12	7	0	0	0	0	0	0	0	59
Course failure in Math	4	11	15	5	7	4	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide ELA assessment	0	0	0	10	13	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	7	12	22	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	15	18	24	32	31	0	0	0	0	0	0	0	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	103	111	109	114	127	0	0	0	0	0	0	0	661
Attendance below 90 percent	11	28	24	29	33	24	0	0	0	0	0	0	0	149
One or more suspensions	6	5	7	15	12	12	0	0	0	0	0	0	0	57
Course failure in ELA	4	13	17	6	12	7	0	0	0	0	0	0	0	59
Course failure in Math	4	11	15	5	7	4	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide ELA assessment	0	0	0	10	13	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	7	12	22	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	15	18	24	32	31	0	0	0	0	0	0	0	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	47%	57%	38%	46%	56%
ELA Learning Gains				52%	56%	58%	38%	44%	55%
ELA Lowest 25th Percentile				44%	52%	53%	24%	37%	48%
Math Achievement				56%	51%	63%	49%	49%	62%
Math Learning Gains				66%	58%	62%	56%	46%	59%
Math Lowest 25th Percentile				52%	49%	51%	30%	35%	47%
Science Achievement				52%	47%	53%	58%	51%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	44%	12%	58%	-2%
Cohort Comparison						
04	2021					
	2019	52%	49%	3%	58%	-6%
Cohort Comparison		-56%				
05	2021					
	2019	47%	45%	2%	56%	-9%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	49%	4%	62%	-9%
Cohort Comparison						
04	2021					
	2019	61%	54%	7%	64%	-3%
Cohort Comparison		-53%				
05	2021					
	2019	49%	45%	4%	60%	-11%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	44%	8%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade levels to compile the data below are:
• English Language Arts, Grades 1-5: I Ready Diagnostic-Reading Overall Placement AP1, AP2, and AP3
• Mathematics, Grades 1-5: I Ready Diagnostic-Math Overall Placement AP1, AP2, and AP3
• Science, Grade 5: Grade 5 Science Quarterly 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17 / 18%	26 / 27%	35 / 35%
	Economically Disadvantaged	8 / 13%	12 / 19%	18 / 27%
	Students With Disabilities	0 / 0%	0 / 0%	3 / 25%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 18%	24 / 25%	37 / 37%
	Economically Disadvantaged	11 / 18%	12 / 19%	19 / 28%
	Students With Disabilities	0 / 0%	1 / 8%	2 / 17%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31 / 30%	32 / 30%	48 / 44%
	Economically Disadvantaged	17 / 26%	18 / 26%	24 / 35%
	Students With Disabilities	0 / 0%	0 / 0%	1 / 7%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19 / 18%	16 / 15%	29 / 27%
	Economically Disadvantaged	9 / 14%	7 / 10%	14 / 20%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40 / 38%	23 / 21%	37 / 34%
	Economically Disadvantaged	25 / 35%	10 / 14%	20 / 27%
	Students With Disabilities	3 / 19%	0 / 0%	1 / 6%
	English Language Learners	1 / 11%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12 / 12%	16 / 15%	31 / 29%
	Economically Disadvantaged	4 / 6%	7 / 9%	16 / 22%
	Students With Disabilities	1 / 6%	0 / 0%	1 / 7%
	English Language Learners	1 / 11%	0 / 0%	0 / 0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18 / 19%	14 / 15%	16 / 16%
	Economically Disadvantaged	8 / 12%	6 / 8%	6 / 8%
	Students With Disabilities	1 / 6%	1 / 6%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12 / 13%	12 / 13%	16 / 17%
	Economically Disadvantaged	5 / 7%	6 / 8%	7 / 10%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37 / 33%	31 / 26%	36 / 30%
	Economically Disadvantaged	15 / 21%	13 / 17%	15 / 19%
	Students With Disabilities	2 / 13%	1 / 6%	1 / 6%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34 / 31%	26 / 22%	49 / 41%
	Economically Disadvantaged	15 / 21%	10 / 13%	22 / 29%
	Students With Disabilities	1 / 7%	1 / 6%	3 / 19%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64 / 58%	48 / 42%	45 / 41%
	Economically Disadvantaged	33 / 46%	22 / 29%	22 / 30%
	Students With Disabilities	3 / 20%	2 / 13%	2 / 13%
	English Language Learners	3 / 50%	1 / 17%	2 / 33%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	11	10	22	22	27	20				
ELL	26			30							
BLK	29	52		34	45	55	38				
HSP	41	59		38	45		32				
MUL	44	60		41	50		36				
WHT	55	55		58	50	36	57				
FRL	32	43	43	33	45	43	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	42	44	39	72	65	17				
ELL	31	33		40	58						
BLK	33	43	48	29	59	63	13				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	53	38	30	56	70	50	53				
MUL	50	69		38	50						
WHT	65	58	47	72	69	38	62				
FRL	45	48	48	48	63	54	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	10	11	17	10	20	9				
ELL	31			36							
BLK	20	31	29	22	40	23	18				
HSP	45	44		51	48		40				
MUL	37			53							
WHT	48	39	18	64	68	46	82				
FRL	30	31	25	38	49	27	45				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Data utilized for progress monitoring includes the 2020-2021 iReady scores. The trends that emerged across grade levels are below:

First grade increased in both reading and mathematics:
reading scores for fall (18%) and spring (35%);
mathematics scores for fall (18%) and spring (37%).

Second grade increased in both reading and mathematics:
reading scores for fall (30%) and spring (44%);
mathematics scores for fall (18%) and spring (27%).

Third grade reading scores decreased from fall (38%) to spring (34%).
Third grade mathematics scores increased from fall (12%) to spring (29%).

Fourth grade ELA scores decreased from fall (19%) to spring (16%).
Fourth grade mathematics scores increased from fall (13%) to spring (17%).

Fifth grade ELA scores decreased from fall (33%) to spring (30%).
Fifth grade mathematics scores increased from fall (31%) to spring (41%).

ELA achievement data from the state assessment increased for SWD students from 19% in 2018 to 30% in 2019. Similarly, black students scores increased from 20% achievement to 33% achievement, 2018 to 2019 respectively. The Hispanic students also increased from 45% to 53% achievement, 2018 to 2019 respectively. White students also demonstrated an increase from 48% to 65% achievement.

Mathematics achievement data from the state assessment increased for SWD students from 17% in 2018 to 39% in 2019. Similarly, black students increased from 22% achievement to 29% achievement, 2018 to 2019 respectively. Hispanic students also increased from 51% to 56% achievement, 2018 to 2019 respectively. White students demonstrated an increase from 64% achievement to 72% achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2018-2019, and 2020-2021 data, there is a need for attention to reading with a focus on the 5th grade population. The ELA scores showed a tremendous decrease from 52% proficiency to 43% proficiency. The learning gains remained in the same range. The 25 point decrease for 4th

grade is a huge concern that needs to be addressed. The focus on the incoming 5th grade students will impact learning gains and bottom quartile learning gains for the 2021-2022 scores. Similarly, the incoming 4th graders demonstrated a decrease from 56% proficiency to 48% proficiency that will also impact student learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the contributing factors impacting the reading scores was linked with student attendance on school campus as opposed to online instruction. In the previous school year, 2020-2021, students completed instruction with an option of completion via online or brick and mortar. Many students began school online and transitioned to brick and mortar mid-year. The face to face instruction impacted learning in a different light.

For the 2021-2022 school year, students are expected to complete their learning through brick and mortar. With students on campus, the teacher and student interaction will allow for hands-on instruction. Educators will have the opportunity to view student work, provide feedback, and modify instruction to meet the needs of the students

As part of the instructional expectations, educators are required to conduct the following:

1) Educators will participate in monthly PD conducted as a form of faculty meetings with follow-ups with every grade level,
2) Educators will meet and provide input for collaborative planning utilizing the spotlight standards with the guidance of the Content Area Specialists,
3) Educators will incorporate Writing Inquiry and Reading in every content area in instruction, and
4) Educators will reviewing student work for standard alignment.

The following action steps will also take place with the admin team:
1) Admin team will meet weekly to discuss the needs of the students,
2) Leadership team will conduct modeling of effective lessons, and
3) Principal and assistant principal will conduct frequent classroom visits and provide feedback for improving instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The state assessment for fifth grade demonstrated the most improvement. Fifth grade students demonstrated the most growth in both ELA and mathematics.
The FSA data included 47% proficiency in 2019 to 53% in 2021 for ELA.
The FSA data included 49% proficiency in 2019 to 53% in 2021 for mathematics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were the educators. The effective teachers were placed in 5th grade to help students with learning gains and therefore impacted student proficiency. There was push in mentoring support in 5th grade to address the need for remediation and acceleration.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning includes the following:

1) Students will become familiar with their data and devise goals for improvement,
2) Leadership will lead mentoring groups paired with students in grades 3-5,

3) Implementation of effective use of collaborative planning,
4) Usage of Writing, Inquiry, and Reading in every content area (WIRe) in the classroom,
5) Participate in monthly professional development with weekly follow-up with grade levels,
6) Conduct an analysis of student work and standard alignment of the tasks.

In addition, the effective planning and implementation of the SAVAAS curriculum will be used to address the acceleration of learning.

Students in grades K-2 will plan and utilize the B.E.S.T. Standards during ELA instruction.

Administration will co-teach with teachers to provide quality instruction for students. A hands-on approach will be conducted as administrators are the instructional leaders of the campus. As the leader, it is crucial that modeling effective lessons is conducted.

There will also be a mentoring system for students in grades 3-5. Leadership meetings will be conducted on a weekly basis to discuss the needs of students and determining the necessary avenues to meet the need.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development (PD) is crucial for improving student achievement and providing direction for instruction. K-2 teachers will receive additional PD linked with the B.E.S.T. Standards. Teachers in grades 3-5 will receive PD connected with student work and the alignment with the standards. PD will also include iReady training to dissect data points and implement other strategies for instruction. Consistent feedback will be shared with teachers for modification and improvement. There will be many conversations about data and how to utilize data during instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include incorporating the 4-column method of answering questions. Students will use this protocol to help with ensuring the understanding of what questions are asking along with determining the correct answer through mastery of the content.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The 2021 ELA progress monitoring data for SOE show the following percent of K-2 students not on track to secure a level 3 are: 59% of Kindergarten, 64% of 1st grade, and 57% of 2nd grade students. Our 2021 ELA FSA data show the following percent of grades 3-5 students scored below a level 3: 52% of 3rd grade, 73% of 4th grade, 47% of 5th grade.
Measurable Outcome:	On the 2021 i-Ready Diagnostic-Reading Overall Placement, 20% of our kindergarten students were proficient, 10% of our 1st grade students were proficient, and 23% of our 2nd grade students were proficient. On the 2022 i-Ready Diagnostic-Reading Overall Placement 25% of kindergarten, 15% of 1st grade, and 28% of 2nd grade students will be proficient. On the 2021 ELA FSA, 48% of the 3rd grade students scored 3 or higher, 27% of our 4th grade students scored 3 or higher, and 53% of our 5th grade students scored 3 or higher. On the 2022 ELA FSA , 58% of 3rd grade, 42% of 4th grade, and 53% of 5th grade will score a 3 or higher.
Monitoring:	In addition to our formative assessments, the following assessments will be used to monitor student progress at South Ocala: K-5: i-Ready Diagnostic AP1 in August 2021, AP2 in January 2022, and AP3 in May 2022 K-5: i-Ready Growth Monitoring November 2021 and March 2022 3-5: District QSMAs Q1 in October 2021, District QSMAs Q2 in December 2021, and District QSMAs Q3 in March 2022 1. Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. 2. The school's ELA CAS and admin team will work together with teachers to plan lessons based on the standards. 3. During classroom walk throughs, levels of student engagement will be noted by administration and feedback will be provided to teachers. One-on-one teacher and admin conferencing will take place if needed to provide a possible modeling session.
Person responsible for monitoring outcome:	Diana Elysee (diana.elysee@marion.k12.fl.us)
Evidence-based Strategy:	1. Content Area Specialists (CAS) will lead collaborative planning and administration will participate in the planning with the teachers. CAS will also provide push in support for smaller group instruction during the ELA block. 2. Chart Sense: ELA teachers have been provided with Chart Sense books to use during collaborative planning and plan lessons for implementation of charts to make connections with reading concepts through the use of anchor charts as an instructional tool. 3. Meta-cognitive strategies: Teachers utilize the concepts during instruction with students

linked with text-to-self connections, text-to-text connections, and text-to-world connections. 4. Utilize and implement Growth Mindset strategies with teachers to improve student expectations and belief in the effort of students.

Rationale for Evidence-based Strategy:

Hattie's index of Teaching and and Learning Strategies presents Concept Mapping as graphical representations of content to be learned. Chart Sense is a book that shares the use of anchor charts that provide visual representation. Concept mapping has a 0.60 effect size as students make connections with reading. According to Linder, Chart Sense provide students a sense of shared ownership with the content.

Meta-cognitive strategies has a 0.69 effect size. Metacognition thinking stems will be utilized in ELA classrooms to allow students to think, notice, wonder, see, and feel.

Developing high expectations for each student is another strategy that will take place to help students with self-confidence. The effect size for high expectations is 1.44. The Growth Mindset phrases will be utilized in classrooms to help students put forth the effort needed for mastery.

Action Steps to Implement

Yellow Jacket educators will collaborate twice per week to plan quality lessons that will address the needs of students. The collaborative planning document will include the use of anchor charts, meta-cognition strategies, and how we will address what students struggle with to help them overcome.

Classrooms will be monitored regularly to ensure that ELA instruction is consistently administered with fidelity and implementation of the plans that were developed.

Person Responsible Diana Elysee (diana.elysee@marion.k12.fl.us)

The following actions will take place to support student mastery of the reading standards:
1) Utilization of the 4-column method to help students understand and breakdown important information in questioning,
2) Use of Writing, Inquiry, and Reading in every content subject area (WIRe),
3) Complete an analysis of student work to determine student understanding and standard alignment,
4) Conduct data dig conversations,
5) Effectively provide intervention and acceleration tasks during Buzz Up (MTSS) blocks for students, and
6) Conduct monthly PD follow-up conversations with the faculty and staff will be utilized as action steps.

Person Responsible Diana Elysee (diana.elysee@marion.k12.fl.us)

Additional Reading Support:
1. Parents will utilize myOn and complete a reading log for submission to the principal starting in November.
2. Purchase Accelerated Reader to help improve comprehension of informational text once Title 1 Amendment is approved for purchases.
3. Provide Tutoring Services for students at the school level to address literacy skills.

Person Responsible Diana Elysee (diana.elysee@marion.k12.fl.us)

#2. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	If the Yellow Jacket family train students to follow the expectations of the school (Be Safe, Be Outstanding, and Be Engaged), student discipline referrals will decrease by 5% and the SafeSchoolsforAlex data will move from a higher rate to a lower rate.
Measurable Outcome:	According to the School's top 3 offenses includes a) inappropriate behaviors, b) physical behaviors, and c)other inappropriate behaviors for school or bus. The data showed the following: Inappropriate behaviors-64 incidents Physical behaviors-59 incidents, and Other inappropriate behaviors for school or bus-64 incidents. The 2021-2022 goal is to reduce the amount of these offenses by 5%.
Monitoring:	The data will be reviewed during our weekly leadership meetings. Based on the data, specific students will be discussed for monitoring of behavior. MDT meetings will also be held to discuss the needs of the school as a whole and pinpoint the needs of students.
Person responsible for monitoring outcome:	Diana Elysee (diana.elysee@marion.k12.fl.us)
Evidence-based Strategy:	The following strategies will be implemented to reduce the offenses: 1) Implementation of the Social Emotional Learning Curriculum, 2) Devise and use a check-in system for students with behaviors that need attention, 3) Emphasize and reiterate the importance of the expectation posters (including attached sign language) throughout the year for students, 4) Administration will push in during instruction to address student behavior and work with students to redirect their focus, 5) Use the Morning Show to include individuals from the admin team to share the same message with a different perspective, 6) Recognize students monthly for meeting the Character Trait of the Month, 7) Use PBIS in the classroom to address classroom management, and 8) Utilize Buzz Backs and Class Dojo points to reinforce positive behaviors in the classroom.
Rationale for Evidence-based Strategy:	Think sheets will be given to students as a device to rethink behavior and self-correction. The ultimate goal is to have students take ownership of their behavior to meet the school expectations of "At South Ocala Elementary School, I will succeed. Watch me Be Safe, Be Outstanding, and Be Engaged". In addition, students will be more involved on campus through student led committees inclusive of Safety Patrols and Student Council.
Action Steps to Implement	

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the school incident ranking data, South Ocala Elementary School ranks high in comparison with other schools. A report was shared detailing the top 3 discipline incidents inclusive of inappropriate behaviors, physical behaviors, and other inappropriate behaviors for school or bus. These specific behaviors will be monitored and the dean will collaborate with the teacher regarding the implementation of behavior plans and action plans to address student misbehavior. Data will be shared with teachers regarding the reported discipline data. Behaviors associated with classroom management will be addressed.

In the morning, students tune in to the morning show. Each members on the leadership team will have a day to share ideas for addressing behavior and the expectations of following the rules and procedures.

The leadership team will discuss the behavior data on a weekly basis to discuss modes of changes that need to take place in the classrooms, in the cafeteria, and around the campus. The schools' expectations have been modified to meet the school's abbreviations, SOE, for easier access to recalling the expectations. The school's abbreviation is SOE, and the expectations will mirror the school's acronyms. The expectations will include the following Motto:

At South Ocala Elementary School, I will succeed. Watch me: Be Safe, Be Outstanding, and Be Engaged.

In addition, the school has a DHH population. To ensure all students are included, the posters will include sign language to ensure our DHH population of students are aware and reminded of the expectations as well.

Along with the monitoring and discussion of data, the mentoring of students will include discussions of behavior and how students can improve academically, behaviorally, and attendance. Parents are required to sign the data report and goals that students determine to be a reachable goal with their mentor.

PBIS is implemented in the school. Students earn Dojo points and Buzz Bucks. Students will be recognized for modeling great behaviors during Award Ceremonies. Students will also have roles on campus as leaders. The school will have committees for students inclusive of: Student Council, Safety Patrols, Honor Society, and Beautification Committee.

Training has been provided to help teachers better meet the social-emotional needs of our students. At the beginning of the school day, there is a dedicated 10 minute block to allow for morning attendance, moment of silence, and a warm welcome for the day using the SEL curriculum. Students will have the opportunity to share and work on team building activities. These strategies will help reduce student offenses and create a learning environment conducive for learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

South Ocala Elementary (SOE) plans to build a positive school culture and environment with all stakeholders inclusive of parents, families, teachers, students, and other community members to fulfill the school's mission and support the needs of students. The school's motto this year is "Building A Strong Nest" where all members will have an opportunity to collaborate and share ideas for making SOE a better school. Parents and community members will be invited to become members of the School Advisory Council (SAC) to provide input, voice concerns, problem solve to address concerns, and make decisions that will impact the school. Having student representation on SAC would be another benefit if there is any interest from the student body. The school marquee, website, monthly newsletters, and weekly Skylert messages will be conducted to ensure that all aware of the great activities happening on campus.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

SOE stakeholders include:

Yellowjacket Scholars
Yellow jacket Instructional & Non-Instructional Educators
Yellowjacket Parents & Guardians
Yellow jacket Community Members
Yellow jacket Counselor, Alicia Brown
Yellow jacket Dean, Glen Harris
Yellow jacket Secretary, Valerie Landreth
Yellow jacket Assistant Principal, Rebecca Miller
Yellow jacket Principal, Dr. Diana Elysee

All of the stakeholders aforementioned are expected to support the mission and vision of the school. We expect our learners to learn from one another and encourage each other to desire a passion for learning and becoming better students. The teachers are expected to collaborate and maintain professional relationships with one another. The community members are expected to share concerns, ideas, donations that will be of great benefit for our students. The counselor is expected to provide support for students. The dean is expected to provide support for improving student behavior. The secretary is expected to direct and redirect faculty and staff to follow procedures. The assistant principal and principal are expected to serve the entire school population. As a team, South Ocala Elementary School will progress to the next level.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$40,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3240	399-Other Technology-Related Purchased Services	0391 - South Ocala Elementary School	Title, I Part A		$40,000.00
			Notes: Purchase of AR, ixl, Reflex Math, and Education Galaxy			
2	III.A.	**Areas of Focus: Culture & Environment: Discipline**				**$0.00**
					Total:	**$40,000.00**