

Marion County Public Schools

# Ocala Springs Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[ no web address on file ]

## Demographics

Principal: Michelle Cino

Start Date for this Principal: 1/13/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (52%) 2018-19: C (48%) 2017-18: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### School Board Approval

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### SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cino, Michelle	Principal	The principal is the driving force and instructional leader of the school. She provides a common vision for the use of databases decision-making, models the problem-solving process; supervises the development of a strong infrastructure; conducts an assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support, and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.
Manning, Donald	Assistant Principal	The assistant principal assists the principal in providing a common vision for the use of data-based decision-making; assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies; further assists the principal in the assessment of school staff; assists with the monitoring of the implementation of the intervention and necessary documentation; assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel serve in their specified areas.
Prestipino, Angela	School Counselor	The guidance counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Hall, Stephanie	Instructional Coach	The content area specialist assists teachers with the interpretation and implementation of the Florida Standards for language arts and writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring including data collection and data analysis. She participates in the design and delivery of professional development.
Olarte Utu, Jessica	Dean	The student services manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at risk students are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. She also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.



## Demographic Information

### Principal start date

Sunday 1/13/2019, Michelle Cino

**Number of teachers with a 2022 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.*

4

**Number of teachers with a 2022 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.*

9

### Total number of teacher positions allocated to the school

50

### Total number of students enrolled at the school

698

### Identify the number of instructional staff who left the school during the 2021-22 school year.

4

### Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	93	106	106	125	106	191	0	0	0	0	0	0	0	727
Attendance below 90 percent	36	34	32	28	28	34	0	0	0	0	0	0	0	192
One or more suspensions	8	9	7	11	10	17	0	0	0	0	0	0	0	62
Course failure in ELA	10	26	33	28	6	16	0	0	0	0	0	0	0	119
Course failure in Math	9	16	30	12	11	25	0	0	0	0	0	0	0	103
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	33	25	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	29	29	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	4	4	7	19	0	0	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	13	22	31	26	13	22	0	0	0	0	0	0	0	127

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 8/30/2022

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	91	86	99	106	99	103	0	0	0	0	0	0	0	584
Attendance below 90 percent	36	39	31	39	41	36	0	0	0	0	0	0	0	222
One or more suspensions	2	6	4	5	10	14	0	0	0	0	0	0	0	41
Course failure in ELA	8	33	32	31	13	17	0	0	0	0	0	0	0	134
Course failure in Math	11	21	30	17	17	24	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	23	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	7	22	20	0	0	0	0	0	0	0	0	0	51

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	10	34	31	31	20	29	0	0	0	0	0	0	0	155

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	2	1	2	16	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	91	86	99	106	99	103	0	0	0	0	0	0	0	584
Attendance below 90 percent	36	39	31	39	41	36	0	0	0	0	0	0	0	222
One or more suspensions	2	6	4	5	10	14	0	0	0	0	0	0	0	41
Course failure in ELA	8	33	32	31	13	17	0	0	0	0	0	0	0	134
Course failure in Math	11	21	30	17	17	24	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	23	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	7	22	20	0	0	0	0	0	0	0	0	0	51

**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	10	34	31	31	20	29	0	0	0	0	0	0	0	155

**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	2	1	2	16	0	0	0	0	0	0	0	0	0	21
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	46%	56%				53%	47%	57%
ELA Learning Gains	53%						55%	56%	58%
ELA Lowest 25th Percentile	58%						48%	52%	53%
Math Achievement	57%	50%	50%				51%	51%	63%
Math Learning Gains	57%						53%	58%	62%
Math Lowest 25th Percentile	42%						31%	49%	51%
Science Achievement	47%	53%	59%				44%	47%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	44%	4%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	50%	49%	1%	58%	-8%
Cohort Comparison		-48%				
05	2022					
	2019	46%	45%	1%	56%	-10%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	49%	-6%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	52%	54%	-2%	64%	-12%
Cohort Comparison		-43%				
05	2022					
	2019	45%	45%	0%	60%	-15%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	44%	-2%	53%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	60	79	41	48	56	46				
ELL	38	60		52	67		42				
BLK	33	49	56	40	52	63	41				
HSP	43	56		47	53	33	27				
MUL	22	45		50	64						
WHT	58	56	62	68	60	21	59				
FRL	39	50	56	52	50	38	41				
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	30	24		44	41	60	27				
ELL	27			53							
BLK	36	27		48	55		32				
HSP	41	33		49	67		33				
MUL	39			50							
WHT	54	56	43	64	67	67	45				
FRL	43	42	29	52	59	63	43				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	41	35	20	36	35	19				
ELL	46	40		38	50						
BLK	34	50	43	36	44	21	28				
HSP	50	47		43	53		29				
MUL	60	58		67	50						
WHT	59	59	43	56	55	26	50				
FRL	48	54	46	47	50	31	38				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	51

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Ocala Springs has an area of focus in instructional practice in ELA because there is a need for increased proficiency, specifically in grades 1-5: The 2022 ELA FSA data shows the following percent of grades 3-5 students scored below a level 3: 51% of 3rd grade, 56% of 4th grade, and 58% of 5th grade. In 2021 53% of students scored below a level 3 on the ELA FSA. Based on 2022 iReady AP3, 38% of students in first grade and 51% of second grade students were on tier one.

There is a need for increased proficiency in science, specifically in 5th grade. 53% of students were non-proficient on the 2022 NGSSS assessment. This is a 5% increase from 2021, and a 3% increase from 2019. However, in 2018 41% of students were non-proficient.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA, NGSSS, and iReady AP diagnostic assessment, Ocala Springs ELA and science proficiency, students demonstrate the greatest need for improvement. Proficiency on the ELA FSA and FSAA is 48%. Proficiency on the 2022 Science NGSSS assessment is 47%. First and second grade students 45% ended the year on tier one based on iReady AP3.

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

The loss of instruction from COVID19 absences contributed to ELA and science proficiency. Ocala Springs also had two teacher transitions in December of 2021, affecting all students in 5th grade.

The Home School Liaison will focus on attendance. She will report concerns and results of family contact in weekly leadership meetings.

Ocala Springs is fully-hired in 3rd-5th grade, and students should have more stability for consistent standards-based instruction and teacher effectiveness. Students in K-2 are utilizing UFLI phonics program to focus on foundational skills. Students will be differentiated within first and second grades to ensure they are in a group that accelerates their learning.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

FSA ELA growth overall showed a 20% increase from 38% to 58%. Students with disabilities growth increased from 38% to 53%.

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

Ocala Springs focused on small group instruction last year, and administration did quarterly reading MTSS data notebook reviews. This allowed the reading content area specialist to make adjustments for individual students not making growth in their assigned intervention. The self-contained VE unit was dissolved, and SWD students joined their peers in an inclusion classroom. Support facilitators took an active role in collaborative planning with their teams.

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

Teachers will receive copies of books from the BEST standards book list to use during Tier 1 instruction. Students will utilize Accelerated Reader to practice comprehension of grade-level books. Professional development will be provided by Top Score in January following the district demand writing. iReady professional development will focus on assigning standards based instruction and planning small group for remediation.

The Administration will focus on Tier 1 instruction during ELA and science instructional walk-throughs. Proficient students will receive standards based acceleration opportunities during the MTSS block for ELA. Students scoring a level 2 on the 2022 ELA FSA will be invited to after-school tutoring. Paraprofessionals will participate in professional development to support students during small group and MTSS instruction.

Small group remediation opportunities will be planned and implemented following each District Progress Monitoring Assessment, facilitated by the administration. 5th grade students on the verge of being proficient, based on AP1 and AP2 of the District Progress Monitoring Assessments will be invited to after-school tutoring. The school will have a Math and Science night where parents and families will participate in standards based activities. Parents will receive information on the school's "Big 3" focus to support instruction at home.

Teachers and paras will support first and second grade students during the UFLI portion of the reading block as well as small group instruction during MTSS.



**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.**

Teachers will participate in collaborative planning each week facilitated by administration with a focus on Tier 1 instruction and data in ELA. Professional development will be provided from Top Score to support the writing portion of ELA. The reading Content Area Specialist will support new teachers through the coaching plan to ensure UFLI and tier one tasks are done with fidelity.

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

The Home School Liaison will monitor student attendance for students and share results of family contact results at weekly leadership meetings. Each grade-level will come up with the "Big 3" to share with families for ELA and math. Teachers and staff will provide families with materials and strategies to use at home for the Big 3 during the two parent conference nights held at Ocala Springs, as well as all other events promoting literacy and science engagement at home. Teachers will also participate in professional development.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Ocala Springs has an area of focus in instructional practice in ELA , because there is a need for increased proficiency. Based on FSA data, the following trends show: On the 2022 ELA FSA the following percentage of students were non-proficient: 3rd grade = 51%, 4th grade = 56%, and 5th grade = 58%. In 2021, the following percentage of students were non-proficient: 3rd grade = 62%, 4th grade = 54%, and 5th grade = 55%.

On AP3 of the iReady Diagnostic Assessment, 38% of 1st graders and 51% of second graders were on grade-level. Based on AP1 of the STAR Early Literacy Assessment, 38% of 1st grade students are on or above benchmark, and 49% of 2nd graders are at or above on the STAR Reading Assessment.

**Measurable**

**Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

On AP 3 of the 2023 F.A.S.T. (Florida Assessment of Student Thinking) Cambium ELA assessment, 54% of 3rd grade, 50% of 4th grade, and 50% of 5th grade will score a level 3 or higher. On AP3 of the Star Reading Assessment, 60% of 2nd grade students will be at or above benchmark. On AP3 of the STAR Early Literacy Assessment, 50% of 1st grade students will be at or above benchmark.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

In addition to formative assessments discussed in collaborative planning, the following assessments will be used to monitor student progress toward proficiency:

F.A.S.T. ELA Progress Monitoring Assessments K-5 AP 1, AP2, and AP3  
 District ELA Progress Monitoring Assessments and Benchmark Assessments: Grades 1-5  
 District Demand Writing: 4th and 5th  
 District approved intervention data notebooks: K-5

**Person responsible for monitoring outcome:**

Stephanie Hall (stephanie.hall@marion.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Hattie (2009) found an effect size of 0.73 for feedback. Feedback informs a student and/or teacher about the student's performance relative to learning goals. Its purpose is to improve the student's learning. Feedback redirects or refocuses the actions of teacher and student so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Both teachers and peers can provide formal or informal feedback. It can be oral or written, formative or summative. It always comprises specific advice a student can use to improve their performance. When teachers use feedback to guide their practice, then they amplify their impact on students' learning.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the**

Student learning feedback has an effect size of .73. 48% of 3rd-5th grade students were proficient on the 2021-2022 ELA FSA assessment. When teachers provide specific feedback to students it challenges them to review, reflect on, and refine their understanding, thus they understand what they need to do to improve.

**resources/criteria  
used for selecting  
this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will receive information on the feedback strategy in the pre-planning grade-level meeting.
2. Leadership will plan walk-throughs with the focus on Tier 1 instruction.
3. 2022 FSA ELA level 2 students and students on the verge of proficiency in 3rd grade will be invited to after-school tutoring.

**Person Responsible**    Donald Manning (donald.manning@marion.k12.fl.us)

**#2. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

There is a need for increased proficiency in science, specifically in 5th grade. 53% of students were non-proficient on the he 2022 NGSSS assessment. This is a 5% increase from 2021, and a 3% increase from 2019. However, in 2018 41% of students were non-proficient.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on the 2023 NGSSS assessment, 52% of students will be proficient.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The Administration will conduct walk-throughs during science to monitor assignments aligned to Tier 1. Data will be collected from the District Progress Monitoring Assessments on AP1 and AP2 and remediation lessons will be planned by teachers and the administration.

**Person responsible for monitoring outcome:**

Donald Manning (donald.manning@marion.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Hattie (2009) found an effect size of 0.59 for cooperative learning when compared to individual work. Collaborative (or cooperative) learning occurs when students work together in small groups and everyone participates in a learning task. There is a range of collaborative learning approaches, each involving different kinds of organization and tasks. With a focus on meaningful learning, the teacher uses strategies (such as cooperative learning strategies and strategic selection of groups) to establish an atmosphere of cooperation and collaboration. Collaborative learning is supported by designing meaningful tasks and inviting group responses to questions.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

47% of students were proficient in science on the 2022 NGSSS assessment. Cooperative learning will provide students with that opportunity to work together and collaborate. Cooperative learning has a .59 effect size according to Hattie's Index of Teaching and Learning Styles.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The Administration will share the walk-through focus and high yield strategy with 5th grade team in the pre-planning grade-level meeting.
2. Leadership and teachers will disaggregate data from the DBMA (District Benchmark Assessment) and BA (Benchmark Assessment) and plan remediation and acceleration groups.
3. Teachers and staff will receive professional development in IXL and Generation Genius.

**Person Responsible**

Michelle Cino (michelle.cino@marion.k12.fl.us)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Ocala Springs has an aread of focus in instructional practice in ELA, because there's a need for increased proficiency. Students in 1st and 2nd grades will recieve instruction 30 minutes a day from the UFLI phonics program. On AP3 of the iReady Diagnostic Assessment, 38% of 1st graders and 51% of second graders were on grade-level. Based on AP1 of the STAR Early Literacy Assessment, 38% of 1st grade students are on or above benchmark, and 51% of 2nd graders are at or above on the STAR Reading Assessment.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Ocala Springs has an area of focus in instructional practice in ELA , because there is a need for increased proficiency. Students that are not reading on grade-level will not be proficient on the F.A.S.T Assessment. Based on FSA data, the following trends show: On the 2022 ELA FSA the following percentage of students were non-proficient: 3rd grade = 51%, 4th grade = 56%, and 5th grade = 58%. In 2021, the following percentage of students were non-proficient: 3rd grade = 62%, 4th grade = 54%, and 5th grade = 55%.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

On AP3 of the STAR Early Literacy Assessment 60% of first grade students will be on or above benchmark, and 50% of second grade students will be on or above benchmark based on the STAR reading assessment.

**Grades 3-5: Measureable Outcome(s)**

On AP 3 of the 2023 F.A.S.T. ELA assessment, 54% of 3rd grade, 50% of 4th grade, and 50% of 5th grade will score a level 3 or higher.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Data will be monitored for students in grades 3-5 following each District Benchmark Assessment by disaggregating data in collaborative planning. Teachers and leadership will also use Benchmark Assessment data to plan remediation small groups and lessons for paraprofessionals to use in small group instruction.

Teachers and administrators will disaggregate data from AP2 of the F.A.S.T. Assessment in all grades to determine remediation and acceleration needs prior to AP3.

Leadership team will monitor instruction during MTSS and review data notebooks monthly to determine the programs are being done with fidelity. Areas of concern following walk-throughs and data review will be reviewed and adjusted by administration and the reading content area specialist.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Cino, Michelle, michelle.cino@marion.k12.fl.us

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will use the Marion County district adopted reading program SAVVAS during Tier 1 instruction for all students. This program is an approved program by the Florida Department of Education. K-2 students will receive instruction in the UFLI program designed to deliver instruction in reading foundational skills. Students on Tiers 2 and 3 will use the iReady program during small group instruction. The lessons in iReady align with the B.E.S.T. standards. Students will also receive reading remediation in MTSS using the research based programs: Read Naturally, Read 180, MyFocus Savvas Intervention, Lexia Core 5, and SIPPS. Proficient students will receive instruction in B.E.S.T. benchmark aligned activities. All students in grades 3-5 will receive writing instruction in the Top Score Writing program.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs used for Tier 1 and MTSS are on the Marion County Public Schools Intervention Continuum. The programs address all areas of reading, including writing. These programs are research based and have a proven record of effectiveness for each target population.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



Action Step	Person Responsible for Monitoring
Teachers will participate in professional development for Savvas, Top Score Writing and the MTSS programs during pre-planning and at school with the content area specialist. Ongoing professional development will be conducted by district based employees as well as specific program trainers.	Manning, Donald, donald.manning@marion.k12.fl.us
Students will be screened for the appropriate intervention programs for MTSS. The literacy CAS (content area specialist) will conduct informal walk-throughs with administration to determine fidelity and effectiveness of each program. The CAS will then provide additional training to teachers that need support in delivery of the program. District based assessments will be monitored and instruction will be planned for remediation and acceleration.	Hall, Stephanie, stephanie.hall@marion.k12.fl.us
Leadership Team will monitor MTSS notebooks with data and make adjustments as needed. Assessments from these research based programs will be monitored for growth.	Hall, Stephanie, stephanie.hall@marion.k12.fl.us

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Ocala Springs is a PBIS school. The student expectations are consistent across campus and expectations are posted. Students receive positive referrals from school staff when they have followed the 4 Rs (I am responsible, I am respectful and kind, I am ready to learn, and I do what is right.). These referrals are posted in the courtyard for students and families to see.

School communication is consistent with a phone call and email from the principal each Friday evening. Parents are encouraged to reach out with suggestions and/or concerns. Emails are translated to Spanish. Parents are encouraged to check the school website often. Our newsletter and flyers are on the school website.

Ocala Springs is a pilot school for family engagement for the 2022-2023 school year. Parents will participate in two parent conferences with their students. Several family nights will include professional development for families on grade-level Big 3.

We understand that our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address



the following:

- A description and explanation of the school's curriculum.
- Information on the forms of academic assessment used to measure student progress, and information on the proficiency levels students are expected to meet.
- Explain the school parental Parent and Family Engagement Plan, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
- Allow for feedback and open discussion.

Family and community feedback is requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event surveys and Schoolwide Improvement Plan surveys.

Family and community feedback is requested/collected during quarterly SAC meetings.

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

Ocala Springs students are involved with the school-wide PBIS initiative and have a responsibility to monitor their own data, which leads the way to developing a positive school culture.

The faculty meets regularly to focus on how to advance a positive culture and environment with PBIS, Parent & Family Engagement, and Literacy Committees. The school advisory team is made up of both school employees and community members who provide insight and advice on how to further improve both the activities and the culture of our school.

Ocala Springs' business partner, Ocala Electric, are our strategic partners on our SAC. Faculty, staff and parents work quarterly on programs to benefit our students, which results in a more positive environment. Members of local organizations work on PTO to support our students by helping raise funds and plan events for them.

The district supports our efforts by providing ongoing communication and clear expectations for the MCPS vision. Ocala Springs maintains an open-door policy and welcomes feedback and involvement from parents and families while being responsive to their needs.