

Marion County Public Schools

South Ocala Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: B (54%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[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 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	56%

School Grades History

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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Ocala focuses on all aspects of a child's education, including academic growth, extracurricular pursuits, emotional intelligence and resilience to build well-rounded global leaders.

Provide the school's vision statement.

The South Ocala Elementary family is committed to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society. Together, we will create a nurturing school culture that fosters rigorous instruction that is individualized to meet the needs of a diverse student population.

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
Elysee, Diana	Principal	<p>Performance Expectations: Oversee the management, functions and operation of the school</p> <ol style="list-style-type: none"> (1) Manage and administer the instructional program to ensure all students the opportunity to learn. Lead school improvement and data discussions. (2) Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. (3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. (4) Oversee the administration of the testing program for the school. (5) Oversee the selection and acquisition of instructional materials and equipment. (6) Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services. (7) Direct the development of the master schedule and assign teachers according to identified needs. (8) Facilitate articulation of curriculum within the school as well as between the school and its feeder system. <p>Personnel Action Services</p> <ol style="list-style-type: none"> (9) Interview and select qualified personnel to be recommended for appointment. (10) Supervise assigned personnel, conduct performance appraisals, and make recommendations for appropriate employment actions. (11) Implement and administer negotiated employee contracts at the school site. (12) Facilitate the development and implementation of an effective professional learning program. (13) Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. (14) Supervise the operation, activities, and functions at the school site. (15) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. (16) Establish and manage student accounting and attendance procedures at the assigned school. (17) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. (18) Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. (19) Coordinate school maintenance, plant safety and facility needs and monitor progress toward meeting those needs. (20) Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. (21) Supervise transportation services at the assigned school. (22) Coordinate the supervision of all extracurricular programs at the assigned school. (23) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. (24) Direct the establishment of adequate property inventory records and

Name	Position Title	Job Duties and Responsibilities
		<p>ensure the security of school property.</p> <p>(25) Develop positive school/community relations and act as liaison between the school and community.</p> <p>(26) Access, analyze, interpret and use data in decision-making</p> <p>(27) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school.</p> <p>(28) Facilitate a program of family and community involvement.</p> <p>(29) Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p> <p>(30) Work with parents to resolve complaints or concerns.</p> <p>(31) Serve as final arbitrator for serious discipline problems.</p> <p>(32) Develop and maintain positive school / community relations and act as liaison between the two.</p> <p>(33) Direct and develop the recruitment of Business Partners to benefit the school and community.</p> <p>(34) Supervise transportation services at the assigned school.</p> <p>(35) Coordinate the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>(36) Manage and supervise the schools' athletic and student activity programs including the selection of club sponsors and coaches.</p> <p>(37) Approve all school-sponsored activities and maintain a calendar of all school events.</p> <p>(38) Attend school-related activities and events.</p> <p>(39) Interact with government and service agencies relative to student welfare.</p> <p>(40) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>(41) Model and maintain high standards of professional conduct.</p> <p>(42) Set high standards and expectations for self, others, and school.</p> <p>(43) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>(44) Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>(45) Model effective listening and positive interaction skills.</p> <p>(46) Participate in District management meetings and other activities to enhance professional development.</p> <p>(47) Communicate, through proper channels, to keep the Superintendent informed of impending problems or events of an unusual nature.</p> <p>(48) Provide leadership and direction for all aspects of the school's operation.</p> <p>(49) Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>(50) Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.</p> <p>(52) Promote / market the school and its priorities to the community.</p> <p>(53) Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>(54) Initiate programs and organize resources to carry out the School Improvement Plan.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(55) Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>(56) Access District and community resources to meet school needs.</p> <p>(57) Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>(58) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>(59) Anticipate difficult situations and develop plans to handle them.</p> <p>(60) Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.</p> <p>(61) Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>(62) Deal with problems associated with change.</p> <p>(63) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>(64) Demonstrate readiness and confidence to make or share de</p>
Miller, Rebecca	Assistant Principal	<p>Assistant Principal will assist the principal and perform these duties and responsibilities:</p> <p>Assist in the administration of the testing program.</p> <p>Assist in the development, implementation and assessment of the instructional program.</p> <p>Assist in the development of the School Improvement Plan. Assist in establishing a vision and mission statement.</p> <p>Assist in the development of the Master Schedule and assignment of staff.</p> <p>Assist in developing the best possible environment for teaching and learning.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Assist in implementing and administering negotiated employee contracts.</p> <p>Assist in providing staff development through in-service training and other developmental activities.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Model effective listening and positive interaction skills.</p> <p>Assist in implementing all local, state and federal laws as they pertain to the assigned school.</p> <p>Assist appropriate staff in textbook, materials, and equipment selection.</p> <p>Assist in developing short- and long-range facility needs.</p> <p>Assist in maintaining property inventory records and providing security for all equipment.</p> <p>Assist in managing student conduct on school grounds, buses, and after-school activities.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Assist in providing a comprehensive student services plan including guidance, drop-out prevention, health services, and attendance.</p> <p>Assist in monitoring proper student conduct and implementing discipline to ensure a safe and orderly environment.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Provide guidance and expertise in dealing with difficult discipline problems.</p> <p>Assist in supervising school personnel assigned to special projects and activities.</p> <p>Understand and utilize collaborative planning strategies.</p> <p>Maintain visibility and accessibility on campus.</p> <p>Assist in conducting staff meetings to discuss policy changes, instruction and potential problems.</p> <p>Assist in gathering data for the purpose of instructional improvement.</p> <p>Assist in monitoring and meeting accreditation requirements.</p> <p>Assist in supervising all extracurricular activities and maintaining a calendar of events.</p> <p>Assist in providing recognition and celebration for students, staff, and school honors.</p> <p>Work with parents in resolving concerns.</p> <p>Assist in developing a positive school image.</p>
Brown, Alicia	School Counselor	<p>Provide counseling for students</p> <p>Oversee the Caring Community Curriculum</p> <p>Lead MDT Meetings</p>
McConnell, Laurie	Math Coach	<ul style="list-style-type: none"> • Demonstrate knowledge of current trends in specialty area and professional development. Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Establish and maintain norms of behavior for professional interactions. • Create professional development reflective of adult learning principles. • Organize and manage physical space and materials for training. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Apply adult learning principles when delivering professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Reflect on practice to ensure program improvement. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Establish and maintain accurate and efficient record keeping procedures following District requirements. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills. • Perform and fulfill all professional responsibilities and related duties as assigned.
Werhner, Nicole	Reading Coach	<ul style="list-style-type: none"> • Demonstrate knowledge of current trends in specialty area and professional development. Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Establish and maintain norms of behavior for professional interactions. • Create professional development reflective of adult learning principles. • Organize and manage physical space and materials for training. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Apply adult learning principles when delivering professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Reflect on practice to ensure program improvement. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Establish and maintain accurate and efficient record keeping procedures following District requirements. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills. • Perform and fulfill all professional responsibilities and related duties as assigned.
Hamilton, Brandy	Reading Coach	<ul style="list-style-type: none"> • Demonstrate knowledge of current trends in specialty area and professional development. Demonstrate knowledge of resources, within and beyond the School and District.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Establish and maintain norms of behavior for professional interactions. • Create professional development reflective of adult learning principles. • Organize and manage physical space and materials for training. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Apply adult learning principles when delivering professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Reflect on practice to ensure program improvement. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Establish and maintain accurate and efficient record keeping procedures following District requirements. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of

Name	Position Title	Job Duties and Responsibilities
		<p>appropriate, content area strategies into content area instruction.</p> <ul style="list-style-type: none"> • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills. • Perform and fulfill all professional responsibilities and related duties as assigned.
Lewis-Johnson, Ramona	Dean	<p>Assist in the development of guidelines for proper student conduct and disciplinary policies and procedures that ensure a safe and orderly environment.</p> <p>Design short and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents, and community agencies. Maintain comprehensive files on each student requiring disciplinary action and maintain records for audits. Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct.</p> <p>Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. Use relevant student information, i.e., IEP, as an integral part of recommendations for student discipline.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events during work day.</p> <p>Supervise the orderly movement and safety of transportation on school grounds.</p> <p>Recognize potential disruption to the orderly function of the school and implement strategies to prevent it.</p> <p>Serve as liaison to School Resource Officer and other legal authorities. Inform administration of impending problems or events of unusual nature. Coordinate staff assistance to ensure adequate supervision of students. Participate as a member of school educational planning and staffing teams to determine student placement or to develop assistance plans.</p> <p>Establish effective communication with outside agencies and make appropriate referrals for psychological, social work, juvenile, health, or community services.</p> <p>Initiate and engage in continuing professional growth such as in-services, district meetings, and classes, to improve professional performance.</p> <p>Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed.</p> <p>Model professional and ethical standards consistent with The Code of Ethics and n Professionals in Florida when dealing with students, peers, parents and community.</p> <p>Assist administration to communicate through meetings and written material information that will keep staff, students, and parents informed of disciplinary policies and procedures.</p> <p>Exercise proactive leadership in school crisis / medical emergencies.</p> <p>Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Consider recommendations for student placement in alternative education setting to improve student performance.</p> <p>Supervise student activities on the school campus and at school-related events.</p> <p>Work with students and parents in creating educational plans for students that ensure improved academic success.</p>
Wagner, Maria	Instructional Coach	<p>Demonstrate knowledge of current trends in specialty area of gifted and professional development.</p> <p>Demonstrate knowledge of the school's gifted program and levels of teacher skills in delivering that program.</p> <p>Establish Goals for the gifted program appropriate to the setting and the teachers served.</p> <p>Demonstrate knowledge of resources, both within and beyond the school and District.</p> <p>Collaborate with school staff and administrators to develop, implement and evaluate short and long-term plans based on goals that support student, teacher and school needs, the District Strategic Plan, State standards and District initiatives.</p> <p>Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends.</p> <p>Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols.</p> <p>Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of gifted and high achieving learners.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Diana Elysee

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.*

1

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.*

7

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

741

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

13

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

17

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	133	112	114	139	96	95	0	0	0	0	0	0	0	689
Attendance below 90 percent	50	42	42	40	26	34	0	0	0	0	0	0	0	234
One or more suspensions	13	13	11	19	20	22	0	0	0	0	0	0	0	98
Course failure in ELA	25	39	34	48	42	28	0	0	0	0	0	0	0	216
Course failure in Math	19	28	30	20	28	32	0	0	0	0	0	0	0	157
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	56	28	44	0	0	0	0	0	0	0	128
Level 1 on 2022 statewide FSA Math assessment	0	0	0	40	19	39	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	0	0	5	26	0	0	0	0	0	0	0	0	0	31

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	29	34	36	46	34	33	0	0	0	0	0	0	0	212

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	1	1	0	23	0	0	0	0	0	0	0	0	0	25
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 7/13/2022

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	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	

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	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	1	1	0	23	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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	42%	47%	56%				54%	47%	57%
ELA Learning Gains	51%	56%	61%				52%	56%	58%
ELA Lowest 25th Percentile	48%	51%	52%				44%	52%	53%
Math Achievement	49%	54%	60%				56%	51%	63%
Math Learning Gains	62%	62%	64%				66%	58%	62%
Math Lowest 25th Percentile	59%	52%	55%				52%	49%	51%
Science Achievement	37%	42%	51%				52%	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	56%	44%	12%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	52%	49%	3%	58%	-6%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	47%	45%	2%	56%	-9%
Cohort Comparison		-52%				

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	53%	49%	4%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	61%	54%	7%	64%	-3%
Cohort Comparison		-53%				
05	2022					
	2019	49%	45%	4%	60%	-11%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	44%	8%	53%	-1%
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	15	45	48	16	49	47	7				
ELL	33	50		47	73						
BLK	19	41	61	27	56	57	7				
HSP	40	43	42	50	73	73	63				
MUL	39	40		55	64						
WHT	58	66	38	60	61		52				
FRL	32	44	41	39	61	60	22				

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				
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				

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)	ATSI
OVERALL Federal Index – All Students	50
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	48
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	50
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	56
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	43
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?

Data utilized for progress monitoring includes the 2021-2022 iReady scores and FSA data. The trends that emerged across grade level scores are noted below:

Kindergarten:

reading increased 8% to 50%;

mathematics increased 11% to 54%.

First grade:

reading increased 4% to 24%;

mathematics increased 2% to 29%.

Second grade:

reading increased 17% to 47%;

mathematics increased 5% to 38%.

Third grade:

reading increased 19% to 34%;

mathematics scores 2% to 25%.

Fourth grade scores:

reading increased 13% to 34%.

mathematics increased 10% to 42%.

Fifth grade scores:

reading increased 11% to 20%;

mathematics increased 9% to 27%.

ELA FSA proficiency data captured the following results from the 20-21 and 21-22 school year respectively:

3rd grade: 48% to 37%;

4th grade: 27% to 54%; and

5th grade: 53% to 35%.

Math FSA proficiency data captured the following results from the 20-21 and 21-22 school respectively:

3rd grade: 50% to 44%;

4th grade: 29% to 58%; and
5th grade: 53% to 42%.

After tracking the data of students from previous grade levels, the following data was noted. Fifth grade students proficiency data for 21-22 showed 35%, an increase from the previous 20-21 school year of 27% proficiency. Similarly, students in 4th grade also demonstrated an increase from 48% proficiency on 20-21 to 54% proficiency in the 21-22 school year. Fifth grade students increased from 29% in 20-21 to 42% in 21-22 school year. Similarly, students in 4th grade also demonstrated an increase from 50% proficiency on 20-21 to 58% proficiency.

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

According to the 2022 state assessments and iReady AP3 data, reading continues to demonstrate the greatest need for improvement. According to the 2022 English Language Arts (ELA) Florida State Assessment (FSA) data, the following data points demonstrated student proficiency by grade levels from 2021 to 2022:

3rd grade: 48% decreased to 37%, (-11)
4th grade: 27% increased to 54% (+27)
5th grade: 53% decreased to 35% (-18)

Students in odd grade levels, 3rd and 5th grade, decreased in double digits.

In addition, science proficiency scores also plummeted for 5th grade students as indicated below from 2021 to 2022:

46% decreased to 37% (-9)

Although the science assessment has its own standards dictating the information students should master, reading is a core subject area integrated in science. Due to the decline in scores, reading is a great need and will be a continuous focus for South Ocala Elementary School.

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 consistent attendance on school campus at the beginning of the school year. Many students experienced sickness and were required to quarantine for 14 days. Instruction was impacted for many students especially when an entire class was excluded. In addition, teacher absences played a role and substitute teachers were required to lead instruction during the absenteeism of the teacher.

Although instruction was face to face and learning was expected to take place through brick and mortar, the absences was a huge downfall at the beginning of the year. Instruction was delayed in many cases and teachers were expected to help students catch up during the absences. Assignments were provided to students even while students were quarantine, however, many times the instruction at home was not completed by the students. As students returned back to the class setting, teachers took on the challenge to provide students with the instruction that was missed.

As part of the instructional expectations, educators will conduct the following:

- 1) Educators meet twice per week to provide input for collaborative planning utilizing the standards with the guidance of Content Area Specialists,
- 2) Educators incorporate Writing, Inquiry and Reading in every content area in instruction, and

3) Educators review student work for standard alignment.

The admin team:

- 1) Admin team meet weekly to discuss the needs of the stakeholders,
- 2) Leadership team model effective lessons, and
- 3) Administration conduct frequent classroom visits and provide actionable feedback.

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

According to iReady AP3 and the 2022 ELA and Math FSA, fourth grade students improved demonstrating an increase of 27 points for ELA and an increase of 29 points for mathematics.

Moreover, math overall proficiency increased from 45 to 49%. Fourth grade showed the most improvement.

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 and the level of in-depth instruction. The teachers planned lessons that were challenging for students. Small group instruction was another strategy implemented and students were aware of their data through student data talks. The math coach was highly visible in the 4th and 5th grade classrooms working with students individually and in small groups.

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) Quarterly teacher-student conferencing to help students plan goals and review their progress towards meeting their goal,
- 2) Content Area Specialists (CAS) will work with students with a greater need and address their need and introduce new concepts,
- 3) Intervention teacher will work with students in Tier 2 and Tier 3 to provide deeper reading instruction,
- 4) Implementation of effective use of collaborative planning and integrating the B.E.S.T. Benchmarks within the tasks assigned for students,
- 5) Usage of Writing, Inquiry, and Reading in every content area (WIRe) in the classroom,
- 6) Participate in monthly professional development with monthly follow-up with grade levels, and
- 6) Conduct an analysis of student work and standard alignment of the tasks.

Effective planning of the B.E.S.T. Benchmarks will be key to ensure student mastery. Administration, grade level teachers, and CAS will partner together to devise effective lessons that meet the level of expectation in the standard.

Students in grades PreK-5 will plan and utilize the B.E.S.T. Standards during ELA instruction. 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. Administration will co-teach with teachers to provide quality instruction for students. 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 essential for improving student achievement and providing direction for instruction. B.E.S.T. Benchmarks will be implemented in all grades in both reading and mathematics. With the changes to the learning standards and expectations, PD for the B.E.S.T. Benchmarks is crucial. The district has taken the heavy role of introducing an overview and breakdown of the new benchmarks. During a week for teachers to optionally engage in continuous learning, teachers will have the opportunity to begin reviewing and planning the implementation of the benchmarks. In addition, during faculty meetings and during collaborative planning, educators will engage in planning lessons that meet the depth of understanding for students. Teachers will work with other teachers to collaborate and discuss student learning, student work, and how to engage all students for mastery of the benchmarks. Intensive conversations about task alignment with the standards will take place to ensure instruction in the classroom is providing the learning opportunities for the scholars.

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 the integration of metacognition strategies with student learning and instruction. Professional learning opportunities for teachers with the use of metacognition strategies will be provided. The PD will include reading articles, videos, collaboration, replication of activities, and discussions of implementation. Students will be exposed to the importance of thinking about how to use strategies that will promote their learning and challenge their thought process. Metacognition includes questioning their processing, determining the best method to help with solving problems, and ensuring confidence with the strategies chosen by the student.

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.**

During the 2021-2022 school year, FSA ELA proficiency scores decreased in the upper odd grade levels, 3rd and 5th grade. To ensure that reading skills and comprehension is supported in all grade levels and all core subjects for the 2022-2023 school year, the focus subject for South Ocala will be English Language Arts.

According to the District's Strategic Plan, Achieve 2026, Goal 1 focuses on Student Success (Increase student achievement, opportunities, access, and equity.) South Ocala supports this vision and will integrate the necessary strategies stated as action steps to improve student success.

If teachers a) understand the expectations of the new ELA B.E.S.T. Benchmarks, b) collaboratively plan benchmark aligned tasks using the B.E.S.T. Benchmarks, c) create an environment of student collaborative learning, d) teacher addresses instruction by modifying instruction when needed to meet the needs of the students, and e) reading is integrated in every core subject, then student reading comprehension will increase which will result in an increase in reading proficiency from 42% to 50% and all core subject areas.

The ELA FSA percentage levels for the 2021-2022 school year include the following:

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

ELA proficiency: 42%
ELA Learning Gains: 51%
ELA Bottom Quartile: 48%
Math proficiency: 49%
Math Learning Gains: 62%
Math Bottom Quartile: 59%
Science proficiency: 37%

For the 2022-2023 school year, students will complete a new accountability assessment. The ultimate goal is to improve student reading proficiency to 100%. However, the initial goal is to improve student reading proficiency from 42% to 50%.

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

Leadership team will meet on a weekly basis to review, collect, analyze, dissect, and create an action plan using student data inclusive of MTSS data, progress monitoring results, district assessments, and quarterly grades. The data will be updated and posted on the school's Data Board for faculty and staff to reference.

**Person
responsible for
monitoring
outcome:**

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

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

1. Content Area Specialists (CAS) will facilitate collaborative planning of the B.E.S.T. Benchmarks with teachers and infuse metacognition strategies and student feedback. CAS will also create a schedule of support for teachers/students and model effective lessons.

2. Data planning will take place to allow time for teachers to utilize data to plan lessons for student mastery. A day in October is designated for teachers to analyze student data, review student work, and plan future lessons. Data review throughout the year will be conducted during collaborative planning.

3. Classroom visits will occur frequently to ensure effective implementation of the lessons developed from collaborative planning. Discussion amongst administration will be discussed to determine instructional trends. As a form of PD, actionable and thought-provoking feedback will be provided to instructional personnel for continuous improvement.

4. Implementation of the MTSS block with fidelity. The intervention teacher will provide support for students in Tier 3.

Collaborative planning documents after teachers plan with their grade level by subject area will be used as a form of evidence. The plans dictate how the instruction will be implemented.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

To maximize instruction, the influences and effect sizes related to student achievement includes: metacognition strategies: 0.69 and feedback: 0.73.

MTSS is an area of instruction that supports differentiation to meet the individualized needs of the students. Quarterly Progress Monitoring Plan meetings take place to review student data and student academic and behavioral needs. During these discussions, the programs that are being used will be reviewed along side student data. Decisions to modify the instruction are made by the committee to ensure students are b=making progress.

<https://mtss4success.org/essential-components>

Classroom visits and instructional rounds will help pinpoint instructional areas that need to be addressed. Feedback to teachers is a form of PD to help improve instruction.

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.

The action steps that will take place includes the following:

- 1) Use of Writing, Inquiry, and Reading in every content subject area (WIRe),
- 2) Infuse metacognition strategies during instruction
- 3) Teachers will provide specific feedback and ask pinpointed questions to help students think about ways to improve,
- 4) Complete an analysis of student work to determine student understanding and benchmark alignment,
- 5) Conduct data dig conversations,
- 6) Effectively provide differentiated intervention and acceleration tasks during Buzz Up (MTSS) blocks for students,
- 7) Conduct PD follow-up conversations and feedback with the faculty and staff,
- 8) Educators will complete quarterly classroom visits of colleagues to gain knowledge of tasks from one another and recognize efforts of fellow teachers, and
- 9) Media specialist has a 30-minute block of time each week to provide B.E.S.T. Benchmark instruction to each class.

Person Responsible

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

#2. Positive Culture and Environment specifically relating to Positive Behavioral Interventions and Supports

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

If the Yellow Jacket family positively and lovingly train students to follow the expectations of the school (Be Safe, Be Outstanding, and Be Engaged) and increase co-partnering parent engagement, student discipline referrals will decrease by 20% which results in improving academic achievements.

As shared in the District's Strategic Plan, Achieve 2026, Goal 2 is Safe and Positive Learning and Working Environment (Provide a safe and supportive learning and working environment for all students and staff.) South Ocala will encourage students to meet the expectations of the school and recognize efforts made by all stakeholders.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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
Physical behaviors, and
Other inappropriate behaviors for school or bus.

The 2022-2023 goal is to reduce the amount of these offenses by 20%.

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

During the weekly leadership meetings, the Student Service Manager will have the opportunity to share high flyers, discipline data creating a negative impact on campus, and supports needed on campus and in classrooms.

MDT meetings will also be held to discuss the needs of the school as a whole and determine the needs of individual students.

Person responsible for monitoring outcome:

Ramona Lewis-Johnson (ramona.lewis-johnson@marion.k12.fl.us)

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

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 (inclusive of sign language to include DHH population of students) throughout the year for students on the morning show and reminders,
- 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) Utilize Buzz Bucks and Class Dojo points to reinforce positive behaviors in the classroom, and
- 7) Social Skills group meeting conducted by the guidance counselor and Arnette House through the SNAP Program.

Rationale for Evidence-based Strategy:

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

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". Think sheets will be given to students as a device to rethink behavior and to correct their own behavior. Students will have a voice on campus to share their opinions regarding changes to take place on campus through student led committees inclusive of Safety Patrols and Student Council.

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.

The summer planning team shared a list of action steps to infuse with our Positive Behavior Intervention Support System to include:

1. Increase the use of PBIS Buzz Bucks for student incentives,
2. Share expectations for student behaviors,
3. Morning discussions with students related to the Social Emotional Learning curriculum,
4. Students have an opportunity to utilize their buzz bucks to purchase incentives in the morning prior to the start of school,
5. Frequent classroom visits by administration to defuse misbehaviors,
6. Student engaged leadership organizations such as Student Council and National Elementary Honor Society, and
7. Student recognition once a month for students who demonstrate the qualities for "Character of the Month".

In addition, during SAC meetings, we will welcome ideas from the families to improve student discipline.

Person Responsible

Ramona Lewis-Johnson (ramona.lewis-johnson@marion.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

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

If students with disabilities are placed in a general education classroom and Support facilitators co-teach with the general education teachers to implement effective lessons, students with disabilities will improve the Federal Index rating from 32 to 42 which results in academic improvements.

Measurable Outcome:

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

The Federal Index for students with disabilities was 32. The measurable outcome is to increase the Federal Index to 42 for students with disabilities.

Monitoring:

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

Support Facilitator and General Education teachers will collaborate and plan lessons together to focus on the needs of our students with disabilities. The teachers will co-teach these lessons and provide students with effective instruction. The outcome will be monitored by administration.

MTSS is another area that will be used to monitor student progress. Many of our students with disabilities are in our Tier 2 or Tier 3. The data during MTSS and the improvement will be reviewed.

Person responsible for monitoring outcome:

Rebecca Miller (rebecca.miller@marion.k12.fl.us)

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

1. Content Area Specialists (CAS) will be available for teachers to share ideas and suggest activities beneficial for co-teaching models. The CAS will implement a comprehensive intervention model that will include differentiated classroom instruction and supplemental interventions in small groups or one-to-one for our students with disabilities.
2. Classroom visits will occur weekly to ensure effective implementation of the lessons developed from collaborative planning are being implemented accurately.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our students with disabilities is a focus since they have not met the Federal Index. To ensure that we are progressing and meeting the academic needs of our students with disabilities, these strategies are a starting place to address student struggles.

Hattie's effect size of integrating a comprehensive intervention approach is 0.77. The impact of differentiation and small group instruction conducted with fidelity and effectively will make a difference for our students with disabilities.

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.

The following action steps will take place:

1. Support facilitators work and plan with general education teachers as co-teachers.
2. Support facilitators will implement the comprehensive intervention approach when working with

students with disabilities.

3. Admin will conduct classroom visits to observe quality instruction and provide actionable feedback.

Person Responsible

Rebecca Miller (rebecca.miller@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

According to the end of the year iReady results from AP3, the following data shows the students who are not on track to score Level 3 or above on the statewide, standardized ELA assessment. The reading AP3 results include the following domains phonological awareness (PA), Phonics (PH), High-Frequency Words (HFW), Vocabulary (VOC), Comprehension Literature (LIT), and Comprehension Informational Text (INFO).

Kindergarten: 50%

First grade: 76%

Second grade: 53%

In order to integrate the school's goals with the districts plan, South Ocala's 90-minute reading block is broken into 30 minute segments to include the following:

30 minutes of UFL instruction
 30 minutes of curriculum integration
 30 minutes of differentiated instruction

This specified block of time will guide teachers to implement quality reading instruction to boost student

mastery. The primary grade levels are the foundation to developing how students learn to read for mastery. South Ocala's primary data shows that reading is a critical area of focus.

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

According to the 2022 FSA results, the following data shows the percentage of students who scored below the proficiency score of a Level 3. The ELA FSA results include the following categories: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas and Language and Editing.

3rd grade: 63%

4th grade: 46%

Although 4th grade has met the 50% threshold, we will continually address and support 4th grade to demonstrate a continuous increase.

5th grade: 65%

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)

The iReady reading proficiency percentage levels for the 2021-2022 school year included the following:

Kindergarten: 50%

First grade: 24%

Second grade: 47%

For the 2022-2023 school year, students will increase their reading proficiency in the following grade levels to the following percentage data points:

Kindergarten: 70%

First grade: 70%

Second grade: 60%

Grades 3-5: Measureable Outcome(s)

The ELA FSA reading proficiency percentage levels for the 2021-2022 school year included the following:

3rd grade: 37%

4th grade: 54%

5th grade: 35%

For the 2022-2023 school year, students will increase their reading proficiency in the following grade levels to the following percentage data points:

3rd grade: 57%

4th grade: 74%

5th grade: 55%

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.

Throughout the school year, educators and the leadership team will be collaborate and plan lessons based on the B.E.S.T. Benchmarks. Planning is essential to ensure that quality lessons are planned for implementation. The ELA CAS will facilitate the planning sessions. Tasks and activities will meet the depth of the "what" the benchmark is requesting and "how" to ensure the tasks meet the goal of mastery. Admin classroom visits will be conducted to ensure that the implementation phase of instruction follows the plan. Specific suggestions and feedback will inform educators of changes and/or improvements of instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Elysee, Diana, diana.elysee@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?

According to the simple view of reading, word recognition multiplied by language comprehension is the product of reading comprehension. The simplistic breakdown of the science of reading is dictated by this equation. To ensure that we integrate these components, K-2 has specified reading instruction during the 90-minute block in chunks of 30 minutes.

Similarly, our 3rd-5th grade students will utilize grade level reading material during instruction and provide differentiated instruction for all students. Thirty minutes will be dedicated to whole group instruction, 30 minutes dedicated independent activities and 30 minutes dedicated to small group/collaborative grouping tasks. Based on the research conducted by Hattie, metacognition strategies (effect size of 0.69) and specific student feedback (effect size of 0.73) has a great influence on instruction and will be integrated during reading instruction.

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 specified reading block sessions will help address the product of the reading formula, reading comprehension. The facilitation by the ELA CAS will also help direct educators to determine the best ways to teach the benchmark. The district's SAVVAS reading curriculum, curriculum maps, metacognition strategies and student feedback are the programs and practices that will be implemented to address reading instruction.

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
<p>In order to integrate the school's SIP goals with the District's Strategic plan, South Ocala's 90-minute reading block for grades K-2 is broken into 30-minute segments to include the following:</p> <p>30 minutes of UFL instruction 30 minutes of curriculum integration 30 minutes of differentiated instruction</p> <p>Our 3rd-5th grade student reading block will include:</p> <p>30 minutes of whole group instruction 30 minutes of independent/collaborative tasks based on whole group instruction (Teacher will monitor for student mastery and provide additional feedback and pose higher order thinking questions to help students thinking of the text.) 30 minutes of differentiated small group and/or one-on-one instruction specific to student needs</p> <p>The alignment of the district and school's plans will create stakeholder support.</p>	<p>Elysee, Diana, diana.elysee@marion.k12.fl.us</p>
<p>CAS will support students and model lessons for teachers. The school has two CAS to support the reading instruction. The CAS will divide the grade levels and support the grade levels noted below:</p> <p>Ms. Werhner will support grades 1, 3, and 5 Mrs. Hamilton will support grades K, 2, and 4</p> <p>Both CAS will play a role in the primary and intermediate grade levels to ensure support for primary and intermediate grade levels. Admin will monitor the effectiveness of collaborative planning and direct CAS to provide quality discussions during planning.</p>	<p>Elysee, Diana, diana.elysee@marion.k12.fl.us</p>
<p>Support Facilitators will support the instruction of our students with disabilities. Admin will monitor the effectiveness of the co-teaching model and instruction being provided to students. In addition, grade level material will be reviewed to improve student understanding and address student mastery.</p>	<p>Miller, Rebecca, rebecca.miller@marion.k12.fl.us</p>

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.

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 vision statement. The ultimate focus is to support the needs of students. The school's motto this year is "So many stars ~ Everyone gets to shine" 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 are aware of the great activities happening on campus.

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

All SOE stakeholders who will promote and create a positive school culture and environment include:

Yellow Jacket Scholars
 Yellow Jacket Instructional & Non-Instructional Educators
 Yellow Jacket Parents & Guardians
 Yellow Jacket Community Members
 Yellow Jacket Counselor, Alicia Brown
 Yellow Jacket Dean, Ramona Lewis-Johnson
 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 emotional 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 and assist with the budget. 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 which will result in high student academic, social, and behavioral achievements.