

Marion County Public Schools

South Ocala Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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South Ocala Elementary School

1430 SE 24TH RD, Ocala, FL 34471

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 a) educating all students to the highest levels of academic achievement, b) enabling students to reach and expand their potential, and c) preparing students 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Elysee, Diana	Principal	Duties and responsibilities of the principal includes overseeing the daily operations of the school, ensure safety of the campus, enhance instruction and learning for continuous improvements, maintain relationships with community stakeholders, create partnerships with families, recruit and retain effective teachers. The principal's role is to lead the School Improvement Plan (SIP) and to provide information regarding the direction of the school. It is the principal's responsibility to share the vision of the school and reinforce the content in the SIP with all stakeholders and to monitor its implementation.
		The specific points of contact related to the SIP information shared with the school includes overseeing the following:
		Accountability, Budgets, Business Partner, Calendar, Crisis Management, Curriculum, Data and Publication, Duty Schedules, Handbooks, Hiring staff, ITD and Intern Program, Morning Show communication with the school, MDT/MTSS, News teachers, Family Engagement Plan, SAC, weekly Skylert messages, SIP/Title 1 Plan, Staff Evaluations/Supervision, and Tutoring Programs.
Miller, Rebecca	Assistant Principal	Duties and responsibilities of the assistant principal includes assisting the principal to oversee the daily operations of the school, ensure safety of the campus, enhance instruction and learning for continuous improvements, maintain relationships with community stakeholders, create partnerships with families, recruit and retain effective teachers. The assistant principal's role is to assist the principal lead the School Improvement Plan (SIP).
		The specific points of contact information shared with the school includes overseeing the following:
		Calendar, computers/Chromebooks, Curriculum, Data Publication, District and State Assessments, duty schedules, ESOL, Field trip coordinators, Grading Guidelines, Interventions, Morning Show communication, MTSS, parent communication, Progress Monitoring, PMP/PST meetings, report cards, retention process, Roster Verification for all surveys, Skyward, Staff Evaluations, Testing Coordinator, Text Budget Inventory, Video Approvals, Volunteer Coordinator, and Week-at-a-Glance communication.
Werhner, Nicole	Reading Coach	Duties and responsibilities of the Reading Coach includes supporting the ELA instruction for grades Kindergarten, second grade, and fourth grade. The coach's role is to serve as an academic coach to a) utilize effective coaching practices to build instructional capacity, b) support student learning, c) facilitate collaborative planning sessions, and d) support the academic needs of the school. The ELA coach's role is to facilitate strategies to help improve reading instruction to support the School Improvement Plan (SIP).
		The specific points of contact information shared with the school includes overseeing the following:
		coaching/modeling, DBQ, intervention programs, Progress Monitoring Data,

Name	Position Title	Job Duties and Responsibilities
		<p>Literacy Week, Model and schedule time in classrooms, parent events, Professional Development, Reading Curriculum, Social Studies Weekly, Title 1 Documentation, and UFLI instruction.</p>
Hamilton, Brandy	Reading Coach	<p>Duties and responsibilities of the Reading Coach includes supporting the ELA instruction for grades first grade, third grade, and fifth grade. The coach's role is to serve as an academic coach to a) utilize effective coaching practices to build instructional capacity, b) support student learning, c) facilitate collaborative planning sessions, and d) support the academic needs of the school. The ELA coach's role is to facilitate strategies to help improve reading instruction to support the School Improvement Plan (SIP).</p> <p>The specific points of contact information shared with the school includes overseeing the following: coaching/modeling, DBQ, intervention programs, Progress Monitoring Data, Literacy Festival, Model and schedule time in classrooms, Morning Show communication, MTSS Support, PMP meetings, parent events, Professional Development, Reading Curriculum, Social Studies Weekly, Testing, and UFLI instruction.</p>
McConnell, Laurie	Math Coach	<p>Duties and responsibilities of the Mathematics Coach includes supporting the math instruction for grades kindergarten through fifth grade. The coach's role is to serve as an academic coach to a) utilize effective coaching practices to build instructional capacity, b) support student learning, c) facilitate collaborative planning sessions, and d) support the academic needs of the school. The math coach's role is to facilitate strategies to help improve reading instruction to support the School Improvement Plan (SIP).</p> <p>The specific points of contact information shared with the school includes overseeing the following: Awards, Chromebook Management, coaching/modeling, Fall Festival Coordinator, Interventions, programs, morning show communication, and Professional Development.</p>
Lewis-Johnson, Ramona	Dean	<p>Duties and responsibilities of the Student Service Manager/Dean is to implement procedures and protocol to ensure a safe environment for stakeholders. The dean's role is to a) utilize effective practices to build instructional capacity regarding policies and procedures in the classroom that impact student behaviors and support the behavioral needs of the school. The dean's role is to facilitate strategies to address the positive culture and environment goal to support the School Improvement Plan (SIP).</p> <p>The specific points of contact information shared with the school includes overseeing the following: Active Assailant Drills, Behavior PMP, bus duty, Cafeteria Monitors, Character Education, Code Red/Yellow Drills, Crisis Management, Data Entry for discipline and sharing with the stakeholders, Lunch Duty, Morning Show</p>

Name	Position Title	Job Duties and Responsibilities
		communication, MTSS for behavior, P.A.S.S. Program, PBIS Program, picture schedule, PBIS Program,
Brown, Alicia	School Counselor	<p>Duties and responsibilities of the School Counselor includes supporting the counseling needs for grades first grade, third grade, and fifth grade. The counselor's role is to coordinate a counseling program that meets the academic, career, social and personal needs of the students. The school counselor's role is to support the positive culture goal to help meet the mental needs of stakeholders to support the School Improvement Plan (SIP).</p> <p>The specific points of contact information shared with the school includes overseeing the supports of the whole child for first, third, and fifth grades to include: providing counseling for students, leading the Caring Community Curriculum, lead MDT Meetings, conducting Alternate Assessment, assisting with behaviors for designated grades, leading Caring School Community/Resiliency, changing student placement if needed, conducting CST Meetings/Attendance, completing DCF Referrals, leading ESE Referrals/Staffings/DD/Gifted, supporting Home Education/Home School/FLVS/MVS, participating in MTSS, accessing to Outside Resource Agencies Contact, maintaining Parent Communications/Concerns and conferences, leading PST Meetings, recording positive messages on Report Cards, leading Section 504 Plans and SSI Forms, and completing Violence/Suicide Risk Packets.</p>
Brown, Amanda	School Counselor	<p>Duties and responsibilities of the School Counselor includes supporting the counseling needs for grades kindergarten, second grade, and fourth grade. The counselor's role is to coordinate a counseling program that meets the academic, career, social and personal needs of the students. The school counselor's role is to support the positive culture goal to help meet the mental needs of stakeholders to support the School Improvement Plan (SIP).</p> <p>The specific points of contact information shared with the school includes overseeing the supports of the whole child for kindergarten, second grade, and fourth grade to include: providing counseling for students, leading the Caring Community Curriculum, lead MDT Meetings, conducting Alternate Assessment, assisting with behaviors for designated grades, leading Caring School Community/Resiliency, changing student placement if needed, conducting CST Meetings/Attendance, completing DCF Referrals, leading ESE Referrals/Staffings/DD/Gifted, supporting Home Education/Home School/FLVS/MVS, participating in MTSS, accessing to Outside Resource Agencies Contact, maintaining Parent Communications/Concerns and conferences, leading PST Meetings, recording positive messages on Report Cards, leading Section 504 Plans and SSI Forms, and completing Violence/Suicide Risk Packets.</p>
Bibbs, Elionore	Curriculum Resource Teacher	Duties and responsibilities of the gifted resource teacher includes supporting gifted instruction for all grades Kindergarten through fifth grade. The resource teacher's role is to serve as a resource teacher to support gifted student's

Name	Position Title	Job Duties and Responsibilities
		<p>academic and learning needs. The gifted support's role is to support the gifted population to maintain ELA proficiency and help meet all aspects of the SIP.</p>
		<p>Our gifted resource support works with our gifted program to support the following:</p> <p>assist with behaviors if available, gifted curriculum/support, PMP Meetings, Science Fair Projects & STEAM Showcase, trainings for parents, FANS Ambassador, Webmaster, and Class Dojo Lead.</p>
Robinson, Tracy	Curriculum Resource Teacher	<p>Duties and responsibilities of the intervention teacher includes supporting intervention instruction for all grades Kindergarten through fifth grade. The intervention teacher's role is to provide additional academic support in reading for our students who require additional reading instruction. The intervention teacher's role is to support the academic needs of our Tier 3 students, lead Advanced via Individual Determination (AVID) and support the ELA goal of the SIP.</p> <p>Our intervention support works with our intervention program to support the following: serve as our AVID Coordinator, lead a Parent Engagement activity to increase parent awareness of instruction during Game Night, provide instruction during the 30-minute Intervention time working with students during our Buzz Up MTSS time, organize nominations for Teacher/ Rookie of the Year and School Related Employee of the Year.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Committee (SAC) stakeholders have been involved in the School Improvement Plan (SIP) process throughout the school year. During our quarterly SAC meetings, the SIP is the heart of our discussion. The SAC members involved in the planning include parents, teachers, non-instructional, and community members. The following information is discussed during our SAC meetings: a) review the SIP goal and discuss the progress, b) SAC budget and how to spend the funds, c) instruction and updates, d) communication efforts with families, e) assistance needed at the school and f) discuss strategies for improvement. The committee shares ideas of modifications that should take place to support instruction.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation through a) collaborative planning sessions with the teachers, b) implementation of instruction through actionable feedback from classroom visits, and c) continuous review of student progress monitoring data. The data points will dictate the changes that need to take place regarding instruction, student engagement and behavior expectations. Conversations between the admin, teachers, and students will also take place to serve as a reminder of learning expectations. The SIP goals will be posted on the school's data board, bulletin board, and agendas for stakeholders to review. During our leadership and SAC meetings, the SIP progress will be discussed to address any needs for changes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	47	38	34	31	30	28	0	0	0	208	
One or more suspensions	5	14	24	26	18	24	0	0	0	111	
Course failure in English Language Arts (ELA)	0	0	0	11	22	21	0	0	0	54	
Course failure in Math	0	0	0	0	11	18	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	39	31	25	0	0	0	95	
Level 1 on statewide Math assessment	0	0	0	49	31	23	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	38	34	60	69	48	0	0	0	262	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	7	16	18	33	28	0	0	0	105

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	0	20	2	0	0	0	24
Students retained two or more times	0	0	0	0	16	2	0	0	0	18

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	50	42	42	40	26	34	0	0	0	234	
One or more suspensions	13	13	11	19	20	22	0	0	0	98	
Course failure in ELA	25	39	34	48	42	28	0	0	0	216	
Course failure in Math	19	28	30	20	28	32	0	0	0	157	
Level 1 on statewide ELA assessment	0	0	0	56	28	44	0	0	0	128	
Level 1 on statewide Math assessment	0	0	0	40	19	39	0	0	0	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	26	0	0	0	0	0	31	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	29	34	36	46	34	33	0	0	0	212

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	23	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	50	42	42	40	26	34	0	0	0	234	
One or more suspensions	13	13	11	19	20	22	0	0	0	98	
Course failure in ELA	25	39	34	48	42	28	0	0	0	216	
Course failure in Math	19	28	30	20	28	32	0	0	0	157	
Level 1 on statewide ELA assessment	0	0	0	56	28	44	0	0	0	128	
Level 1 on statewide Math assessment	0	0	0	40	19	39	0	0	0	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	26	0	0	0	0	0	31	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	29	34	36	46	34	33	0	0	0	212

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	23	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44			42	47	56	43		
ELA Learning Gains				51	56	61	54		
ELA Lowest 25th Percentile				48	51	52	43		
Math Achievement*	51			49	54	60	45		
Math Learning Gains				62	62	64	49		
Math Lowest 25th Percentile				59	52	55	40		
Science Achievement*	50			37	42	51	45		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	54			48			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	21	Yes	2	1
HSP	38	Yes	1	
MUL	51			
PAC				
WHT	62			
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	1	
ELL	50			
AMI				
ASN				
BLK	38	Yes	1	
HSP	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	50			
PAC				
WHT	56			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			51			50					54
SWD	14			27			30				4	
ELL	0			14							3	54
AMI												
ASN												
BLK	22			24			24				4	
HSP	32			37							4	54
MUL	43			50							3	
PAC												
WHT	60			70			62				4	
FRL	34			39			37				5	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	51	48	49	62	59	37					48
SWD	15	45	48	16	49	47	7					
ELL	33	50		47	73							48
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	19	41	61	27	56	57	7					
HSP	40	43	42	50	73	73	63					45
MUL	39	40		55	64							
PAC												
WHT	58	66	38	60	61		52					
FRL	32	44	41	39	61	60	22					47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	54	43	45	49	40	45					52
SWD	22	11	10	22	22	27	20					
ELL	26			30								52
AMI												
ASN												
BLK	29	52		34	45	55	38					
HSP	41	59		38	45		32					50
MUL	44	60		41	50		36					
PAC												
WHT	55	55		58	50	36	57					
FRL	32	43	43	33	45	43	38					52

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	49%	1%	54%	-4%
04	2023 - Spring	48%	48%	0%	58%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	39%	-4%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	44%	*	54%	*
03	2023 - Spring	47%	48%	-1%	59%	-12%
04	2023 - Spring	54%	53%	1%	61%	-7%
05	2023 - Spring	52%	50%	2%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	43%	3%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2023 English Language Arts (ELA) Florida Assessment of Student Thinking (F.A.S.T.) data, ELA continues to show the lowest student performance. Although the overall proficiency increased from 42% to 46%, two particular grade levels decreased. The contributing factors that impacted the proficiency results include:

- 1) higher number of students needing explicit reading instruction,
- 2) number of days students were present in class and impact of tardiness, and
- 3) student complete comprehension of reading skills.

For the 2023-2024 school year, we will continue to address the need of quality and effective Tier 1 reading instruction, contact parents of students who are impacted by their attendance, and providing opportunities for our students to navigate and use their skills to decode and comprehend the text.

After reviewing specific student data, it appears that students struggled with the following ELA Categories:

3rd grade: Reading Prose and Poetry proficiency score was 16%.

4th grade: Reading Prose and Poetry proficiency score was 27%.

5th grade: Reading across genres and vocabulary score was 24%.

During the school year, we will work with students in each grade level on these particular categories planning lessons to support student mastery.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The following data points below demonstrated a decline in student proficiency for ELA in grades 3rd and 4th grade levels from 2022 to 2023, respectively:

3rd grade: 37% to 35%.

4th grade: 54% to 51%.

The contributing factors to the decline is due to a lack of comprehension and selecting the correct response. In addition, there were more students with reading needs and disabilities needing continuous modification of instruction. The teachers have worked extremely hard with the district to support the needs of our ESE population to meet their academic needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 3rd grade ELA overall proficiency scores had the greatest gap in comparison to the state average. South Ocala's overall proficiency was 35% and the state's overall proficiency was 50%. The contributing factors were the number of students with disabilities in the general ed classroom. The school dispersed the Varying Exceptionalities unit into the general ed setting and teachers were faced with challenges of modifying lessons to meet the needs of all students in the classroom. There were a few IND students in the class who needed a modified curriculum, access point instruction. The teachers worked with the district to review how to meet the needs of all students.

Which data component showed the most improvement? What new actions did your school take in this area?

The 5th grade Science data showed the most improvement increasing from 37% proficiency to 46% proficiency, increase by 9 percentage points.

Fifth grade Science instruction was provided with the use of our Science curriculum, National Geographic textbook with the integration of several supplemental items to include Stem scopes, Science Bootcamp Speed Bag and Science Simplified.

National Geographic meets the standards and topics that are covered based on the Science Benchmarks. The book is a good source for vocabulary and incorporates questions that are great for student collaborative discussions. The Science Bootcamp Speed Bag covers all the standards and provides quality reinforcement of the Science skills and vocabulary content. This resource also includes the 3rd and 4th grade standards to serve as a refresher for our students. StemScopes is our computer based resource that supports the integration of technology. StemScopes can also be printed as a form of differentiation for students who may need paper-based instruction. the student to participate online. It can also be copied and used as hard copies for student that may to better with paper-base instruction. StemScopes has 2 major components that benefited our students: a) the articles from StemScopes were used to help reinforce Reading skills and b) the kits that allow students to complete hands-on experiments and demonstrations.

Science Simplified is the resources that teachers use at the end of the year to review all the standards/

topic and includes hands-on experiments to reinforce Science instruction and a firm understanding of the content.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After review of the Early Warning System (EWS) data, two areas of concern are Attendance and the number of suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for South Ocala's school improvement includes the following:

- 1) Increase students' reading comprehension skills that will directly impact student proficiency scores,
- 2) Address the needs of our students with disabilities and assist our 3rd-5th grade Deaf Hard of Hearing (DHH) students transitioning to an general education classroom,
- 3) Directing our students to follow our school's expectations (Be Safe, Be Outstanding, and Be Engaged) and implementation with fidelity of our PBIS plan.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The goal for the 2023-2024 school year is to increase the overall ELA proficiency, from 46% to 53%, increase by 15%. The goal from the previous school year demonstrated progress, 42% to 46%, only 4 percentage points shy of the 50% overall goal. Third grade ELA will be a focused grade level to help achieve our 51% proficiency goal.

South Ocala integrates the school's goal with the District's Strategic Plan, Achieve 2026, Goal 1 focuses on Student Success (Increase student achievement, opportunities, access, and equity.)

If teachers a) continue to collaboratively plan benchmark aligned tasks using the B.E.S.T. Benchmarks, b) create an environment of student collaborative learning of effective instruction, and c) address instruction by modifying instruction when needed to meet the individual needs of the students, then student reading comprehension will increase and result in an increase in reading proficiency from 46% to 51%.

Measurable Outcome:

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

The ELA F.A.S.T. percentage levels for the 2022-2023 school year include the following:

ELA proficiency: 46%,
Math proficiency: 53%, and
Science proficiency: 46%.

For the 2023-2024 school year, students' reading proficiency will increase from 46% to 51%. To address the ESSA Subgroup for African American students, the Federal Index will improve from 38 to 48. Reading comprehension will also positively impact Science results.

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, and analyze the needs of the school. Upon student completion of district and state assessments, the leadership team will dissect and create an action plan for implementation. The plan will be shared with the teachers for input and any changes that will need to take place.

Moreover, leadership and teachers will review additional student data inclusive of MTSS data, progress monitoring results, district assessments, and quarterly grades. The data board will be updated with current data and communication will be shared with all stakeholders to include SAC meetings, faculty meetings, email communication.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 through the use of a Google Form.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As an instructional leader, it is paramount that administration provide feedback for improvement and modification of instruction. South Ocala's teachers are receptive to feedback and desire to know how to continuously improve their instruction. Classroom visits will include conversations with students regarding their understanding of the content.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

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

By When: On a weekly basis, administration will participate in collaborative planning sessions.

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

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

By When: Quarterly basis, MTSS Fidelity checklists will be reviewed.

Importantly, the ELA data will be shared with the students during a grade level assembly for grades 3rd-5th. Students will understand where the school fits in comparison with the district/state. Teachers will review the data during collaborative planning to address the individual needs of the students.

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

By When: Within a week of PM1 and PM2 assessments

Increase the use of summarizing and writing through the use of summary cards in grades Kindergarten through 3rd grade.

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

By When: End of each benchmark instruction

Integration of AVID for 5th grade classrooms

Person Responsible: Tracy Robinson (tracy.robinson@marion.k12.fl.us)

By When: Quarterly Checks and Monthly meetings

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)

By When: Throughout the year

CAS will work with bottom quartile students in grades 3-5th during Social Studies twice a week to provide additional reading comprehension instruction based on student data and areas of need

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

By When: Throughout the year

Teachers will receive professional development during the Early Release days. During the first semester, Universal Design for Learning will be provided by the district. During the second semester, teachers will read The Fundamental 5 book and participate in a book study. Our 5th grade teachers will participate in AVID trainings.

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

By When: Throughout the year

When tasks are a challenge for African American students, it is important that we encourage students and provide the necessary interventions to support their learning while integrating encouragement. Involving parents in the learning may improve student achievement and possibly impact student self-perception. Students need to feel a sense of belonging in their learning environment. Growth mindset strategies will be implemented to improve student confidence and self-efficacy.

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

By When: Growth mindset statements and strategies will be implemented throughout the school year and integrated with the Resiliency standards.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If the Yellow Jacket educators implement the school-wide PBIS system and positivity train students to follow the expectations of the school (Be Safe, Be Outstanding, and Be Engaged) and increase co-partnering parent engagement activities, students who demonstrate repeated infractions in the 2022-2023 school year, will decrease the amount of referrals by 5%.

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 repeated infractions and overall behavior data, the top 3 offenses include inappropriate behaviors, physical behaviors on the bus/school, and teacher referrals.

The measurable outcome is to reduce the amount of repeated infraction referrals by students who continually receives a referral.

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 students who exhibit multiple infractions, share and review discipline data creating a negative impact on campus, and express needed supports 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

South Ocala's Tier 1 behavior plan is as follows: Our Big 3 is posted in every trafficked area of the school. At the start of the year, students participate in a "Bootcamp" that gives an overview of the Big 3 Schoolwide expectations of our campus. Teachers reinforce this behavior by passing out our tokens known as "Buzz Bucks". If the problem behavior persists, teachers will complete a Multi-Disciplinary Referral Form which will be reviewed at our Multi-Disciplinary Team's monthly meeting. Team members collaborate and decide if the behaviors displayed can be corrected with more individualized behavior interventions. If a student shows success, they can be monitored using tier 1 once again. If no success is shown, the Multi-Disciplinary Teams will reconvene and collaborate on whether exceptional student services are needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To ensure a successful school year, the start to the school year and sharing of the expectations is necessary. Informing students of the expectations and providing support for the students is needed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Leadership will push in during instruction to address student behavior and work with students to redirect their focus

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

By When: When calls are made for administrative support.

Expose and Utilize the Resiliency Character Traits at the beginning of the school day. We will also recognize stakeholders of the month on the morning show and for student/faculty/staff recognition

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

By When: Monthly basis

Implement PBIS Plan with fidelity using the Buzz Buck system

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

By When: Throughout the year

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 goal is to help our students with disabilities to improve their proficiency and/or learning gain scores. 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:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Our ESSA subgroup with the lowest outcomes were students with disabilities, 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

By When: Quarterly Review

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school completes a Comprehensive Needs Assessment (CNA) to determine the needs of the school based on data, professional development plan, and school culture. In addition, the CNA supports the SIP and the District's Achieve 2026 Strategic Plan. Leadership, faculty and staff are welcomed to share their input for use of the funds. Title 1 funds are allocated and planned for to address and support the needs contained in the CNA.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

Students in Kindergarten-2nd grades completed the Star tests as part of Progress Monitoring (PM) in 2022-2023 three different times throughout the school year. The Star reading test assesses across five reading domains to include: a) word knowledge and skills, b) comprehension strategies and constructing meaning, c) analyzing literary text, d) understanding author's craft, and e) analyzing argument and

evaluating text. According to the AP3 STAR results, end of the year test, the following data shows the students who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

Kindergarten: 47%,
First grade: 56%, and
Second grade: 58%.

In order to integrate the school's goals with the districts plan, South Ocala's 90-minute reading block will continue to remain the same as the 2022-2023 school year. The reading block will be broken into 30 minute segments to include the following:

30 minutes of UFL instruction,
30 minutes of curriculum integration, and
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 related to Reading/ELA

Students in grades 3rd-5th grade completed the state computerized assessment called the Florida Assessment of Student Thinking (F.A.S.T.) three different times throughout the school year, Progress Monitoring (PM) 1, 2, and 3. The ELA FAST assesses the following categories: Reading Prose and Poetry, Reading Informational Text, and Reading Across Genres and Vocabulary.

According to the 22-23 ELA F.A.S.T. results, the following data shows the percentage of students who scored below the proficiency score of a Level 3. The results will include F.A.S.T. results completed in 22-23 and the Florida State Assessment (FSA) results completed during the 21-22 school year.

3rd grade: 51% of students were not proficient on the F.A.S.T., decline from 63% from the FSA results;

4th grade: 46% of students were not proficient on the F.A.S.T., same as the FSA results; and

5th grade: 48% of students were not proficient on the F.A.S.T., decline from 65% from the FSA results.

Although 4th and 5th grade met the 50% proficiency threshold, we will continually address and support 4th and 5th grade to demonstrate a continuous increase. The targeted grade level, 3rd grade, will be a focus to address proficiency and student learning gains.

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 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 Measurable Outcomes

The Star reading proficiency percentage levels for the 2022-2023 school year included the following:

Kindergarten: 53%,
First grade: 44%, and
Second grade: 42%.

For the 2023-2024 school year, student proficiency will increase to the following data points:

Kindergarten: 63%,
First grade: 54%, and
Second grade: 52%.

Grades 3-5 Measurable Outcomes

The F.A.S.T. ELA proficiency percentage levels for the 2022-2023 school year included the following:

Third grade: 48%
Fourth grade: 54%, and
Fifth grade: 52%.

For the 2023-2024 school year, student proficiency will increase to the following data points:

Third grade: 51%,
Fourth grade: 56%, and
Fifth grade: 54%.

Monitoring

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 impact student achievement outcomes.

Planning is an essential building block for implementing quality and effective lesson. Throughout the school year, educators, ELA CASs, and admin will collaborate and plan quality lessons based on the B.E.S.T. Benchmarks. The ELA CAS will facilitate the planning sessions. Tasks and activities will meet the depth of 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.

Data will also dictate how students are mastering the necessary reading skills for success. During our planning sessions, data will be discussed to include Progress Monitoring scores, Benchmark assessment results, and student work. Discussions amongst the grade levels will take place to support the needs of the students.

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

Description:

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. §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?

Reading comprehension is a core focus during our reading instruction. 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 a specified reading instructional block during the 90-minute block in 30 minute chunks. Aforementioned in the Instructional Practice specifically relating to Reading/ELA, the reading block will entail the following 30 minute components:

30 minutes of UFL instruction,
 30 minutes of curriculum integration, and
 30 minutes of differentiated instruction.

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.

In addition, every grade level has a dedicated Support Facilitator who attends planning with the general ed teachers to provide insight on how to support our students with disabilities. To address summarization, students in grades Kindergarten through third grade will complete Summary cards to answer the I can statements to ensure students have mastery of the benchmark. Writing is a higher thinking skills and students will answer the I can statement through writing on an index card. Teachers will be able to determine the students who are unable to answer the I can statements and provide further instruction for the students.

Based on the research conducted by Hattie, summarizing (effect size of 0.79), interventions for students with learning needs (effect size of 0.77), and specific student feedback (effect size of 0.70) has a great influence on instruction and will be integrated during reading instruction. During collaborative planning, discussions will be centered around the benchmarks, summarizing, interventions incorporated for students who have a need for additional support, and data.

Rationale:

Explain the rationale for selecting 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 evidence-based 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 strategies and methods to teach the benchmark. The district's SAVVAS reading curriculum, curriculum maps, summarizing 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, and 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, and (Teachers 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 in 3rd-5th grade in small groups, facilitate collaborative planning sessions, and model lessons for teachers when needed. 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 K, 2nd, and 4th grade. Mrs. Hamilton will support 1st, 3rd, and 5th grade.</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>Students in grades Kindergarten through third grade will write Summary Cards at the end of the benchmark. The purpose of the summary cards is to determine student understanding of the benchmark and to help students continue to practice their writing skills. Summary cards will be reviewed during classroom visits.</p>	<p>Elysee, Diana, diana.elysee@marion.k12.fl.us</p>
<p>Support Facilitators will support the instruction of our students with disabilities and attend collaborative planning. Admin will monitor the effectiveness of support facilitation 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>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated in multiple ways to ensure that all stakeholders are aware of South Ocala's plan for improvement. On the faculty and staff, and SAC agenda, the goals are posted to serve as a reminder of the outcomes from the work that is done. The SIP will be shared with the school via email once the document is completed and approved.

During our SAC meeting, the SIP is distributed to the members to review and an overall description of the SIP is given to the members. In addition, a brief overview of the SIP goals are shared with families on Class Dojo and during our Title 1 Academic parent night.

On our school grounds, there is a bulletin board near the media center that indicates a succinct overview of the SIP to help any and all stakeholders understand what our goals are for the upcoming school year. We share information with our families about our SIP on our school website:
<https://www.marionschools.net/Page/67397>.

Feedback is provided from stakeholders through the use of our Title 1 surveys.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

South Ocala plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission by inviting stakeholders on campus and sharing the school's vision and the strategies that are being used on campus. The front office has been remodeled to create a welcoming environment. Stakeholders appreciate communication and this is done in multiple ways: weekly Skylert messages to our families, Class Dojo messages for our families to include campus pictures of the activities being done, monthly newsletters with information linked with a message from the principal, Title 1, Updates, SAC reminders, and a calendar of events.

In addition, when stakeholders contacts the school, communication is responded to within a 48 hour timeframe to the best of our ability. Family engagement activities are also scheduled on a monthly basis to allow families on campus to learn about the school's curriculum, instruction and student progress. Family Engagement Plan is made available at <https://www.marionschools.net/SOE> .

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school through continuous planning effective lessons from the benchmarks and implementing those quality lessons. One expectation this year is to increase writing and summarizing skills of our students. At the end of each benchmark, students will be expected to summarize their learning through writing and to explain the I can statements that are planned during collaborative planning.

In addition, 5th grade will participate in AVID and utilize the strategies presented through AVID to support and enhance students learning. This will be the first year of AVID being implemented on our

campus and 5th grade will be the starting point to help our students succeed and become independent learners.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The plan is to support the instruction of all students and to demonstrate how we will support the learning of our students. We have a specified component that will support our ESSA Subgroup with the lowest rating, students with disabilities. We plan to support their learning with the additional supports in place through co-teaching. We have seen great improvements with our ESE students feeling more confident with the support of two adults in a general ed classroom.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

For the 2023-2024 school year, South Ocala has two school counselors who will support the needs of the school. One School counselor will support grades K, 2nd, and 4th and the other school counselor will support grades 1st, 3rd, and 5th. The counselors will support their grade levels and support student behaviors. The school counselors will share supports for the Resiliency curriculum and share ideas to support the mental needs of the students. There is a process in place that the counselors will have in place regarding student group counseling, individual counseling, and overall supports for students.

In addition, the counselors will meet on a monthly basis to lead the MDT meetings and discuss the needs of the students and plan further action steps to support the students for success.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school counselors will plan a Career Day during the spring to help students learn more about careers that are available. Students will learn how to begin preparing for their preferred career, and learning what steps need to be completed to achieve their goal, and embrace community involvement in the school setting.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Student Service Manager (SSM) and Behavior Tech will assist with overseeing student behaviors. The school-wide expectations include Be Safe, Be Outstanding, and Be Engaged and will be used to emphasize the importance of students meeting these expectations. The SSM is working on a process to assist teachers with Tier 1 classroom management strategies and training for students. A manual has been created and presented to teachers. Students will also learn the school's expectations based on the first 3 day Boot Camp.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

According the school's Professional Development plan, teachers will receive training on the Universal Design for Learning (UDL) during the first half of the school year. Teachers will learn the importance of providing student choice for learning activities. In addition, teachers will participate in The Fundamental 5: The FORMULA for Quality Instruction book study. Teachers will learn about the 5 practices for quality instruction: 1. Frame the Lesson, 2. Work in the Power Zone, 3. Frequent, Small-Group, Purposeful Talk about the Learning, 4. Recognize and Reinforce, and 5. Write Critically.

In addition, 5th grade teachers will participate in AVID training to incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). This is a new year the school will use AVID.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

South Ocala currently has two Pre-Kindergarten units and 2 Pre-Kindergarten ESE units. Students participate in a full day of instruction to adjust to the learning environment. Students in these units learn the following: procedures and expectations for behavior, content needed for success in kindergarten, begin the process of writing and gaining self-awareness for learning, and much more.