Ocala Springs Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Ocala Springs Elementary School

5757 NE 40TH AVENUE RD, Ocala, FL 34479

[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Cino, Michelle	Principal	The principal is the driving force and instructional leader of the school. She provides a common vision for the use of databases decision–making, models the problem-solving process; supervises the development of a strong infrastructure; conducts an assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support, and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.
Hall, Stephanie	Assistant Principal	The assistant principal assists the principal in providing a common vision for the use of data-based decision-making; assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies; further assists the principal in the assessment of school staff; assists with the monitoring of the implementation of the intervention and necessary documentation; assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel serve in their specified areas.
Prestipino, Angela	School Counselor	The guidance counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Howard, Tiffani	Dean	The student services manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at risk students are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. She also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.
Quintero, Ashley	Instructional Coach	The content area specialist assists teachers with the interpretation and implementation of the B.E.S.T. Standards for language arts and writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring including data collection and data analysis. She participates in the design and delivery of professional development.

Name	Position Title	Job Duties and Responsibilities
Hanks, Cynthia	Instructional Coach	The content area specialist assists teachers with the interpretation and implementation of the B.E.S.T. Standards for math and science and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring including data collection and data analysis. She participates in the design and delivery of professional development.

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 leadership team held a data meeting to calculate the school grade, look at data for ESSA subgroups, and disaggregate proficiency in reading and math by grade-level to develop the 2023-2024 school improvement plan. The leadership team developed the 2023-2024 school improvement plan based on this data and input from each team member. The development of the plan is shared with instructional personnel during pre-planning week, along with sharing the vision and mission.

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 by the Ocala Springs leadership team weekly. This is a permanent item on the leadership team agenda. Data will be monitored by administration and teachers during weekly collaborative planning and data meetings. The senior executive director of acceleration schools will review SIP goals with administration during instructional reviews and data meetings.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	N/A

*updated as of 3/11/2024	
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: C 2018-19: C 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	30	52	37	39	30	27	0	0	0	215
One or more suspensions	4	6	8	8	5	9	0	0	0	40
Course failure in English Language Arts (ELA)	0	0	0	44	19	15	0	0	0	78
Course failure in Math	0	0	0	29	13	29	0	0	0	71
Level 1 on statewide ELA assessment	0	0	0	26	21	31	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	20	26	40	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	30	35	51	50	61	0	0	0	0	227
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	29	41	37	36	36	56	0	0	0	235

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	0	0	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	36	34	32	28	28	34	0	0	0	192
One or more suspensions	8	9	7	11	10	17	0	0	0	62
Course failure in ELA	10	26	33	28	6	16	0	0	0	119
Course failure in Math	9	16	30	12	11	25	0	0	0	103
Level 1 on statewide ELA assessment	0	0	0	24	33	25	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	19	29	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	4	7	19	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	

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	13	22	31	26	13	22	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	7	0	0	0	0	0	11
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	36	34	32	28	28	34	0	0	0	192
One or more suspensions	8	9	7	11	10	17	0	0	0	62
Course failure in ELA	10	26	33	28	6	16	0	0	0	119
Course failure in Math	9	16	30	12	11	25	0	0	0	103
Level 1 on statewide ELA assessment	0	0	0	24	33	25	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	19	29	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	4	7	19	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	

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	13	22	31	26	13	22	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	7	0	0	0	0	0	11
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*	50	44	53	48	46	56	47		
ELA Learning Gains				53			47		
ELA Lowest 25th Percentile				58			38		
Math Achievement*	52	50	59	57	50	50	57		
Math Learning Gains				57			62		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				42			59		
Science Achievement*	40	46	54	47	53	59	42		
Social Studies Achievement*					62	64			
Middle School Acceleration					49	52			
Graduation Rate					41	50			
College and Career Acceleration						80			
ELP Progress	43	57	59	45			93		

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)	N/A
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
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)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index	
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	36	Yes	1	
ELL	36	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	38	Yes	1	
MUL	54			
PAC				
WHT	57			
FRL	42			

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	53			
ELL	51			
AMI				
ASN				
BLK	48			
HSP	43			
MUL	45			
PAC				
WHT	55			
FRL	47			

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	50			52			40					43
SWD	41			45			13				4	
ELL	30			39							4	43
AMI												
ASN												
BLK	35			44			25				4	
HSP	41			46			26				5	44
MUL	50			46			40				4	
PAC												
WHT	59			57			50				4	
FRL	43			44			31				5	44

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	48	53	58	57	57	42	47					45
SWD	38	60	79	41	48	56	46					
ELL	38	60		52	67		42					45
AMI												
ASN												
BLK	33	49	56	40	52	63	41					
HSP	43	56		47	53	33	27					
MUL	22	45		50	64							
PAC												
WHT	58	56	62	68	60	21	59					
FRL	39	50	56	52	50	38	41					

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	47	47	38	57	62	59	42					93
SWD	30	24		44	41	60	27					
ELL	27			53								93
AMI												
ASN												
BLK	36	27		48	55		32					
HSP	41	33		49	67		33					93
MUL	39			50								
PAC												
WHT	54	56	43	64	67	67	45					
FRL	43	42	29	52	59	63	43					

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	46%	49%	-3%	54%	-8%
04	2023 - Spring	50%	48%	2%	58%	-8%
03	2023 - Spring	48%	39%	9%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	48%	17%	59%	6%
04	2023 - Spring	53%	53%	0%	61%	-8%
05	2023 - Spring	42%	50%	-8%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	43%	-2%	51%	-10%

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.

40% of Ocala Springs students were proficient on the Statewide Science Assessment. This is a 7% decline from 2022. There has been an overall decline in science proficiency since 2019 at Ocala Springs. There are some contributing factors of the drop in proficiency. One of the science teachers in the grade-level was a first year teacher. Fifth grade had 30% chronic absences. Ocala Springs went without a support facilitator for 3 months at the beginning of the school year.

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

The 5th grade NGSSS Science assessment showed the greatest decline of 7% in the 2022-2023 school year. 40% of students were proficient. The math and science teachers in 5th grade were focused on reviewing math skills, based on the new standards. There is a need to continue to support first year and early career teachers. This grade-level had 30% chronic absences. There is a need to increase support for our students with disabilities.

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.

Science achievement showed the biggest gap compared to the state average, which was 51%. Math and science teachers in 5th grade were focused on the new B.E.S.T. standards and reviewing skills students were not exposed to when they were taught the Florida Standards. 5th grade had a chronic absenteeism rate of 30%.

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

ELA proficiency showed the highest gains on the F.A.S.T. assessment with 52% in 2023 versus 48% in 2022 on the Florida Standards Assessment. Ocala Springs focused on sight words in 3rd grade, as well as small group instruction in grades K-5. The focus in collaborative planning was Tier 1 tasks for students. The independent tasks teachers used was much more aligned to the benchmarks than the previous year.

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

Chronic absences is an area of concern at Ocala Springs. The Family Engagement Liaison is utilizing a flow chart with teachers to contact families about the importance of being in school all day, every day. Students will participate in celebrations in the middle and end of each quarter if they have no unexcused

tardies or early checkouts. Attendance data will be discussed monthly at leadership meetings and shared with the school advisory committee. Data will be broken down by teacher as well as ESSA subgroups.

The PBIS committee will compare student behavior data and attendance to see if there are trends that need to be addressed.

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

1. Science Achievement
2. Chronic Absenteeism
3. New Teacher Professional Learning
4. Small Group Instruction

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.

3rd-5th grade ELA proficiency is 48% on the 2023 FAST assessment. There has been a downward trend in science proficiency since 2019 as well, with science being 40% proficient on the New Generation Florida Assessment. With ELA proficiency at 48%, more students can read the science material than are proficient on the assessment.

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

If teachers plan small group instruction based on assessment data, ELA and science achievement will increase 10% on the 2024 state assessment.

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

Ocala Springs Administration will closely monitor ELA and science District Progress Monitoring Assessments as well as Benchmark Assessments and discuss with the teachers in collaborative planning and data meetings. The math and science content area specialist will review district provided lesson plans and slide decks to support teacher planning.

Teachers will participate in professional development on small group instruction and planning during early release days. Teachers will plan hands-on activities and experiments based on areas of concern in science. ELA teachers will review recent data and plan small group remediation and acceleration.

Person responsible for monitoring outcome:
Michelle Cino (michelle.cino@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.)

John Hattie research shows Small Group instruction with an effect size of .47. Learning science research has shown that small-group learning improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. Students are better at solving problems and develop a deeper understanding of the material when working in groups. Regardless of subject, students learn more and retain material longer in small-group learning than when the same content is presented in other instructional practices. Attendance, efficiency, and persistence improve. Students develop social and leadership skills, such as making sure that all members contribute. Students who process information and work together on a problem in groups are also more committed to staying in school and are more likely to integrate across different ethnic, cultural,
language, class, ability, and gender groups. (Using Small Groups to Engage Students and Deepen Learning in
New HKS Classrooms - The Harvard Kennedy School)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

With research showing that students learn better and retain material longer in small groups, this is the focus at Ocala Springs for the 2023-2024 school year. Research also shows that attendance improves

when students have access to working in small groups, and attendance is a focus as well at Ocala Springs.

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. The Administration will schedule walk-throughs during the ELA and science blocks, focusing on domain 2 (classroom environment) and domain 3 (instruction) from the classroom observation tool. Teachers will receive feedback using the classroom walk-through form.

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

By When: 09/01/2023 and throughout the year.

2. Leadership and teachers will disaggregate data from the DPMA (District Progress Monitoring Assessment) and BAs (Benchmark Assessments) and plan remediation and acceleration groups.

Person Responsible: Cynthia Hanks (cynthia.hanks@marion.k12.fl.us)

By When: 10/01/2023 and throughout the year.

3. Teachers and staff will receive professional development in IXL, Top Score Writing, and Generation Genius.

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

By When: 10/01/2023

#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.

Ocala Springs has a chronic absenteeism rate of 31% for the 2022-2023 school year. This is a reduction compared to 32% in 2021-2022. However, with 31% of students being in school less than 90% of the school year, students are missing vital instruction.

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

If teachers and the family engagement liaison utilize the decision tree for student absenteeism with fidelity, chronic absences will reduce to 20% for the 2023-2024 school year.

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

The Family Engagement Liaison will monitor attendance weekly and share with the school leadership team each Friday. The liaison will pull data for daily attendance, early check-outs and tardies by teacher and subgroup and bring the report to the leadership meeting. The Family Engagement Liaison will work closely with the dean to look at trends between attendance and behavior.

Person responsible for monitoring outcome:

Stephanie Hall (stephanie.hall@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.)

While Ocala Springs will use attendance incentives, research shows that this does not significantly impact long term results. John Hattie research shows Small Group instruction with an effect size of .47. Learning science research has shown that small-group learning improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. Attendance, efficiency, and persistence improve. Students who process information and work together on a problem in groups are also more committed to staying in school and are more likely to integrate across different ethnic, cultural,language, class, ability, and gender groups. (Using Small Groups to Engage Students and Deepen Learning in New HKS Classrooms - The Harvard Kennedy School)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Leadership decided to select this specific strategy for attendance, because there hasn't been enough of a decrease in chronic absenteeism across campus. Attendance data was pulled by teacher, and the highly effective teachers had better attendance than the effective and progressing teachers. For these reasons, school leadership chose to implement a teaching strategy with professional learning and data monitoring.

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.

Collect Attendance and behavior data weekly

Person Responsible: Tiffani Howard (tiffani.howard@marion.k12.fl.us)

By When: 08/18/2023

Ensure teachers are using the decision tree with fidelity when it comes to attendance concerns.

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

By When: 08/23/2023

Ongoing classroom walk-throughs to ensure small group instruction is taking place.

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

By When: 09/01/2023

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

Kindergarten = 53% proficient
First Grade = 56% proficient
Second Grade = 65% proficient

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

3rd Grade = 48% proficient
4th Grade = 52% proficient
5th Grade = 47% proficient

Students in 3rd-5th grade were 48% proficient on the 2023 PM3 FAST assessment. Teachers in these grades will receive differentiated professional learning based on classroom walk-through data. A school focus is small group instruction, and teachers will be trained on best practices in this area. New teachers will be on the coaching cycle with the ELA content area specialist. MTSS data will be monitored for

growth, and changes may be made to students' placement based on growth. Administration will conduct walk-throughs to track fidelity.

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

N/A

Grades 3-5 Measurable Outcomes

If teachers implement small group instruction and MTSS with fidelity, proficiency data will increase by 10% on the FAST PM2 assessment, compared to the FAST PM1 assessment. On the FAST PM3 assessment, students in 3rd grade will be 53% proficient, 4th grade will be 57% proficient, and 5th grade will be 52% proficient.

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.

Weekly data chats will be conducted as part of collaborative planning, lead by CAS and administration. Teachers will create remediation and acceleration data. Ocala Springs will have two Family Engagement Night where students will explain their data to parents. Teachers will share reading strategies with families that can be implemented at home. Classroom walkthroughs will be conducted to collect data on Tier 1 activities and small group instruction.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Quintero, Ashley, ashley.quintero@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?

Teachers will utilize research based MTSS programs, SAVVAS reading program, and IXL to improve proficiency. These resources align with the B.E.S.T. standards.

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?

Interventions will occur daily and students have been screened for placement for individual needs. When specific standards are assigned to students in IXL, data will be collected to monitor for improvement. Small group instruction using SAVVAS materials aligns with the Tier 1 benchmark.

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
Students will be screened for appropriate reading interventions and placed into groups.	Quintero, Ashley, ashley.quintero@marion.k12.fl.us
Administration will share the small group focus for tier 1 instruction and provide research based professional learning.	Cino, Michelle, michelle.cino@marion.k12.fl.us
Administration will monitor Tier 1 and MTSS data and plan for remediation and acceleration in collaborative planning	Quintero, Ashley, ashley.quintero@marion.k12.fl.us
Administration will have individual data meetings with teachers three times a year to discuss plans for improvement.	Cino, Michelle, michelle.cino@marion.k12.fl.us

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 school improvement plan will be available to families on the school website: www.marionschools.net/ose. They can also request a copy through the family engagement liaison. The family engagement liaison will also translate the plan upon request. Business partners and SAC members will receive a copy at the first meeting.

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))

Ocala Springs will have 2 family engagement nights, where families will come to discuss and view class and student data as well as practice strategies with students. Families get a Skylert call and email each Friday night with updates and invitations. Families will receive information on Family Access and Canvas at orientation, and all teachers have updated their Canvas page to be accessible to families. Teachers will have availability for phone calls and conferences on their Canvas page. The Family Engagement Plan will be posted on the school website: www.marionschools.net/ose.

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))

Teachers and paraprofessionals will participate in professional development on small group instruction planning based on data each early release day. Ocala Springs has hired a math content area specialist for the 2023-2024 school year. This will help with implementing acceleration and remediation lessons in collaborative planning. Ocala Springs will offer ESSER tutoring for acceleration in science after school beginning in September.

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))

Ocala Springs is piloting the accelerated math program in 3rd grade, that has been developed by FLDOE. Ocala Springs is a FANS school and students will grow gardens on campus and receive science instruction on the growth and utilization of the garden.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes