Marion County Public Schools

Sparr Elementary School

2015-16 School Improvement Plan

Sparr Elementary School

2525 E HWY 329, Anthony, FL 32617

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Increasing achievement for all students.

Provide the school's vision statement

Sparr Elementary will provide every student with learning opportunities to academically compete, and to grow emotionally, physically, and socially.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As survey results are received, results are shared with staff. Climate surveys and inhouse multiple intelligence surveys are two examples.
Teachers continue to hold at least one parent/teacher conference per semester.
The Positive Behavior System is also fully in place.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Sparr Elementary implements the Postive Behavior Support program. Through PBS, all staff teach and model desired behaviors and expectations. All students participate in a PBS "Boot Camp" twice a year to learn and practice expectations in specific school areas (cafeteria, hallways, restrooms, computer labs, buses, etc.) Students are monitored regularly to ensure that expectations are met. The School Safety Committee meets regularly to identify safety concerns, develop and implement action plans, and monitor effectiveness of the plans. Additionally, several staff members are TEACH trained and are able to identify problematic behavior and de-escalate potentially problemmatic situations before they become unsafe.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Sparr Elementary is a Positive Behavior Support school. All staff members receive training on the PBS program. The PBS committee meets monthly to review behavior data, policies and procedures, and monitor the effectiveness of the program. Additional training is put in place if data indicates a need. School-wide expectations, known as "The Big 3" are posted in every classroom and school building. Students who exhibit these expectations are rewarded with "Sparr Bucks" and earn special privileges throughout the year. Students who repeatedly do not follow the expectations may be placed on a Tier 2 or Tier 3 behavior intervention plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counseling services are available through the Sparr Elementary Guidance Department. In addition, Sparr has a district assigned Behavior Specialist, School Psychologist, and Social Worker to assist in meeting the needs of the student population. The Social Worker also assists families seeking

services available in the community. The school Synergy Team, which includes the Principal, Assistant Principal, Dean, Professional Development Specialist, Math Coach, Guidance Counselor, Behavior Specialist, School Psychologist, and Social Worker, meets twice a month to problem solve. The team discusses academic, behavioral, and social-emotional needs of targeted students. Students identified with specific needs are put on intervention plans and progress monitored on a regular basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

> **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Data is pulled from Skyward, and Performance Matters to monitor attendance, grades and test scores. This information is cross referenced with the hard copies held in the cum files at times.

> **Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	10	10	7	7	8	50
One or more suspensions	5	3	1	4	4	3	20
Course failure in ELA or Math	2	5	12	3	9	9	40
Level 1 on statewide assessment	0	0	0	18	0	0	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	10	9	11	10	15	64

> **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

When teachers receive their new class rosters at the beginning of the year, our guidance department makes them aware of those students that are already known to be at high risk. These students are then progress monitored regularly by the Teacher, Interventionist (staff member delivering the assigned intervention), Administration, PDS, Math Coach, and Synergy team. Sparr is also an Extended Learning School, meaning all students receive an extra hour of reading instruction daily. Research based programs such as EIR, Reading Mastery, Corrective Reading are examples of interventions used beyond the Wonders core series. Some students are identified as needing work in fluency or building vocabulary, so we offer intervention groups in Rewards, Achieve3000, Successmaker (reading and math), and Elements of Vocabulary intervention as well. We also use FASSTMath.
For Behavior, we utilize "check-in, check-out", and both in-school, and out of school suspension.
For Attendance, we begin contacting parents by phone, and then by letter, continuously, after the third absence. Then we refer to our Social worker.
To keep groups on schedule, we ring bells to change signal the time to switch to Intervention Groups.
This helps to ensure that all students changing locations for Triple i are in place in a timely manner.

Family and Community Involvement

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186819.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Local service providers frequently visit our school to talk with students about various topics. In addition, our business partner, Sparr Lumber and Supply, sells us items at cost--for minigrants, and campus beautifications projects, etc. Sparr Lumber and Supply also sends a staff member to volunteer every week, going into classrooms to assist teachers. This person is also a member of the SAC.
Teachers write, submit, and sometimes receive mini-grants funded by outside agencies such as the Realtors' Association and IFAS.
Sparr Baptist church works closely with our Guidance Department to provide school supplies and food backpacks, as well meeting space for large ceremonies after hours.
Several active parent SAC members also make presentations on different topics during the school year.
Teachers utilize the District's Business Partnership, the Public Ed Foundation, Teacher's Tools' store.

Effective Leadership

School Leadership Team

Membership:

Name	Title
Hornsby, Pattie	Principal
Sagendorph, Jennifer	Assistant Principal
Bowie, Lorilynn	Dean
Robinson, Tharon	Guidance Counselor
borth, danielle	Instructional Coach
mcgunnigle, jill	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based Leadership team consists of Principal, Assistant Principal, Guidance Counselor, Professional Development Specialist, Math Coach, and Dean of Students. This team meets with district personnel--School Psychologist, Behavior Specialist, Resource Compliance Specialist, and School Social Worker--to form our "Synergy" team.
The team is responsible for gathering & interpreting progress monitoring data, and then developing & implementing an action plan based on the data. The team monitors progress, provides professional development, and communicates student needs with teachers, the district and parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based Leadership team identifies areas in need of improvement and sets annual goals based upon student achievement data, and surveys. An action plan is then created by asking for input from all members. The Synergy team meets bi-weekly to set goals for groups of students receiving similiar Tier 2 and Tier 3 interventions and monitors progress. The Leadership team holds regular data meetings with instructional staff to monitor student growth.
Title I Part A - funds used for instructional services & materials, parent involvement, staff development, and technology.
Title I – Part C – Migrant Program:
District funds are used to purchase:
•School supplies,
•Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for
families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services
referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free
and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.
Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Jones	Parent
Erin Burge	Parent
Patricia Hornsby	Principal
Dolores Urso	Teacher
Charlene Thomas	Education Support Employee
Jackie Beard	Business/Community
Geri Cook	Parent
Tanishia Turner	Parent
Tammy Strickland	Parent
Karen Welch	Teacher
Sherry Moore	Education Support Employee
Yesenia Flores	Parent
Shannon Teuton	Parent
Carl Vocaturo	Business/Community
Nancy Hopp	Teacher
Gwen Wilson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Throughout the school year, components of the school improvement plan are presented at every SAC meeting. Members of the SAC ask questions, make recommendations, and when appropriate, approve expenditures.

Development of this school improvement plan

SAC members give input throughout the year, when discussing the current plan, and discussing the school's long term future needs. Between meetings the Principal emails and telephones SAC board members for input into budgetting and planning. The SAC always approves the annual Budget and final improvement plan.

Preparation of the school's annual budget and plan

Each time the school is required to update the budget and spending plan, the information is discussed at SAC. Questions and suggestions from members are taken by school leadership. For example, after hearing parent concerns about the lack of technology in several SAC meetings, School Leadership made increasing school technology a priority.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Sparr was allocated $2482.15 in SAC funds for the 2014-2015 school year. The SAC approved the purchase and installation of two Smartboards, which came to $1980.00. The remainder of the funds were designated toward installation costs of another Smartboard, already purchased.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Officers...
Through school newsletters, Skylerts and other ongoing communication, all parents, regardless of ethnicity or income, are continuously encouraged to attend and participate in SAC meetings. Meeting times have also been changed to try to attract more people,

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hornsby, Pattie	Principal
Sagendorph, Jennifer	Assistant Principal
borth, danielle	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Intervention programs are aligned with specific student needs through the use of AIMSWeb. The Wonders reading series is utilized as our core resource, which parallels the new Florida Standards. The LLT will assist with effective implementation of the new Florida standards as well as, promote deeper understanding of the Wonders series, and therefore increase the success of Tier One instruction. This group also promotes Accelerated Reader to all students for pleasure reading, and all students are required to read for one hour a week, documented in their reading log.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In August of 2015, all teachers attended an overview training on the PLC process. The school master schedule is built to provide time for teachers to collaborate regularly. One faculty meeting per month in school year 2015-16 will provide time to address the faculty's growth in adopting this new way of work, providing additional, ongoing training specific to the PLC PROCESS.
Title One funds are also used to supply substitute teachers several times a year, for a full day of data analysis, and team collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

One administrator participated in the job fair hosted by MCPS. New personnel, instructional and non-instructional, are each assigned an informal "buddy" to help learn general school
wide procedures and policies. New teachers are provided more frequent feedback, as part of the MCPS teacher evaluation system. If it is determined that new teachers qualify for the PEC program, mentor teachers are assigned, and both the mentee and the mentor participate in the MCPS formal PEC program.

The Principal maintains a relationship with the District Professional Development contact, who works with local colleges and community colleges, to seek out interns. The Principal also encourages experienced teachers to take "Clinical Education" training, so that they will be certified to host interns. Two teachers are taking classes toward ELL certification, and several para-professionals are enrolled in college level courses, working toward a degree in education.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New instructional staff members will be assigned a mentor who has completed the Clinical Educator training through MCPS. The mentor and mentee will meet on a regular basis. Classroom observations will be conducted by the mentor and administrators to provide formative and evaluative feedback. Student achievement data will be collected and discussed for progress monitoring to ensure effective teaching strategies are being utilized during instruction. The Professional Development Specialist and Math coach provide ongoing assistance with implementation of district and site based programs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Sparr Elementary implements district adopted curriculum in all Core subject areas. Curriculum maps, which are aligned to the Florida Standards, are provided by the district for English/Language Arts, Math, Science, and Social Studies. Instructional materials are aligned to the Florida Standards--i.e. the Wonders reading series, and GoMath. All teachers have access to CPALMS for Florida Standards based lessons, activities, and materials in all areas including Core subjects, Art, Music, Physical Education, and Technology.
Administrators ensure standards are taught by evaluating lesson plans, observing instruction, and monitoring student data on standards assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All students in Kindergarten through 5th grade are benchmark assessed in reading and math three times per year using AIMSWeb. After each assessment the data is reviewed and students are placed in appropriate reading/math interventions or enrichments based on their areas of need. Learning Check data is also monitored. In addition to the regular 90 minute reading block, all Sparr students receive an additional 90 minutes per day receiving differentiated instruction during their Extended Learning School blocks. Teachers also use the data to incorporate small group instruction into their center rotations so that students may receive differentiated instruction during class time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Sixty minutes per day was added to the previously existing 30 minute intervention block (iii) for a total of 90 minutes of additional daily reading instruction. Students participate in the ELS block for 45 minutes each morning and 45 minutes in the afternoon. Using Aimsweb as the primary screening tool, a majority of students are placed into research-based reading interventions based on the district's MTSS reading protocol, such as Reading Mastery, EIR, Corrective Reading, Rewards, etc. Some students are placed into enrichment groups, such as Elements of Vocabulary, National Geographic's Ladders, and/or Achieve3000. Students who are in need of Tier 2 or Tier 3 interventions are progress monitored weekly, biweekly, or monthly.

Strategy Rationale

The extended learning day is required by Florida Senate Bill 1514 based on previous school reading scores. This additional time is designated specifically to improve students' reading scores. The intervention programs were accelerated in order to close the learning gap at a faster pace.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
borth, danielle, danielle.borth@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District and school-level administrators conduct walk-throughs during intervention blocks to ensure and log fidelity of the programs. Students who are on Tier 2 or Tier 3 are progress monitored using AIMSWeb. The data is analyzed at regular data meetings with teachers to determine the effectiveness of the intervention(s). Students demonstrating aquedate progress will continue with their current intervention plan and/or be considered for a more challenging intervention, while those who are not will be discussed among the problem solving team to determine a more appropriate intervention.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Florida's Voluntary Pre-K, Headstart and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early academic skills. A Title I Four-Year-Old preschool program is currently in place during the regular term and summer months (VPK) to facilitate successful transition to Kindergarten. The TERA-e (Test of Early Reading Abilities) is administered to identify school readiness levels.
Stagger start is a district initiative to assist Kindergarten students in transitioning into elementary school. During this time one third of the Kindergarten population attends school each day, for the first three days. This allows school staff to administer assessments, observe students, and eliminate

anxiety. When students enter Kindergarten they are assessed on seven developmental areas using FLKRS.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Marion County Public Schools implement standards provided by the state are set to prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers, and life.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
* A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
* Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
* Independent and collaborative research projects embedded in the curricula.
* Collaboration, communication, and critical thinking skills, threaded throughout the curricula.
* Real-world, problem-based applications.
* Content rich instruction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　　　**B =** Barrier　　　　**S** = Strategy

1 = Problem Solving Step　　🔍 S123456 = Quick Key

Strategic Goals Summary

G1.　　If we address and improve teacher/student relationships, then student achievement will improve in all areas.

G2.　　If we increase rigorous instruction in all content areas then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we address and improve teacher/student relationships, then student achievement will improve in all areas. `1a`

🔍 G072547

Targets Supported `1b`

Indicator	Annual Target
Level 1 - All Grades	50.0

Resources Available to Support the Goal `2`

- Title I funds for supplemental assistance in all areas
- PLC trainings planned
- district and school based trainings

Targeted Barriers to Achieving the Goal `3`

- lack of understanding of how to build positive student/teacher relationships

Plan to Monitor Progress Toward G1. `8`

Monitor teacher lesson plans to ensure implementation of student engagement strategies throughout all content areas.

Person Responsible

Jennifer Sagendorph

Schedule

Monthly, from 8/26/2015 to 5/27/2016

Evidence of Completion

Student performance data will demonstrate growth in all subject areas.

G2. If we increase rigorous instruction in all content areas then student achievement will increase. `1a`

🔍 G072548

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	51.0
FSA Mathematics - Achievement	51.0
CELLA Writing Proficiency	50.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- Professional development
- Wonders series
- Additional personnel (para's and 1/2 time math coach)
- Administrative class walk-through's
- District Administrative walk-through's
- District based trainings and school based trainings
- collaboration days
- PLC trainings that have been scheduled
- common planning time
- Title I Resources and funding

Targeted Barriers to Achieving the Goal `3`

- lack of understanding of what academic rigor is, and how it looks in the classroom

Plan to Monitor Progress Toward G2. `8`

District Learning Checks and RWA Data

Person Responsible
Jennifer Sagendorph

Schedule
Monthly, from 11/3/2015 to 5/29/2016

Evidence of Completion
Data from District learning checks and RWA's will be progress monitored through regular grade level data meetings with teachers during the school year.

Plan to Monitor Progress Toward G2. 8

FSA assessment data

Person Responsible
Pattie Hornsby

Schedule
On 5/29/2016

Evidence of Completion
End of school year FSA data will indicate that students have shown growth towards or have met grade level standards.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we address and improve teacher/student relationships, then student achievement will improve in all areas. 1

🔑 G072547

G1.B2 lack of understanding of how to build positive student/teacher relationships 2

🔑 B189204

G1.B2.S1 Throughout the school year 2015-2016, and beginning in August, all teachers will receive ongoing, scaffolded training in student engagement strategies. 4

🔑 S200598

Strategy Rationale

Training teachers in various student engagement strategies and giving continuous feedback on their implementation of the strategies will improve teacher/student relationships.

Action Step 1 5

Review instructional and non-instructional data

Person Responsible

Pattie Hornsby

Schedule

Quarterly, from 7/27/2015 to 7/31/2015

Evidence of Completion

Synopsis of results given to faculty and staff.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Review data with leadership team.

Person Responsible

Pattie Hornsby

Schedule

On 8/5/2015

Evidence of Completion

Minutes from meeting with the leadership team.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

Implementation of the student engagement strategies.

Person Responsible

Jennifer Sagendorph

Schedule

Biweekly, from 8/14/2015 to 5/27/2016

Evidence of Completion

Evaluating the results from the formal and informal observations of teachers and non-instructional personnel.

G2. If we increase rigorous instruction in all content areas then student achievement will increase. `1`

G072548

G2.B12 lack of understanding of what academic rigor is, and how it looks in the classroom `2`

B189224

G2.B12.S1 Teachers will increase their knowledge and skills in instructional rigor. `4`

S200605

Strategy Rationale

If teachers understand how to deliver rigorous instruction, then student achievement will increase.

Action Step 1 `5`

Create a school-based definition of instructional rigor and how it is achieved in the classroom.

Person Responsible

Pattie Hornsby

Schedule

On 10/21/2015

Evidence of Completion

Definition of instructional rigor, as defined by faculty and staff.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 `6`

Schedule and host professional development to increase instructional rigor in delivery methods (using the school-based definition as a standard).

Person Responsible

Pattie Hornsby

Schedule

Quarterly, from 11/16/2015 to 4/1/2016

Evidence of Completion

Agendas and sign in sheets for professional development.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 `7`

Review teacher lesson plans, formal and informal observation data for evidence of rigorous instructional strategies.

Person Responsible

Pattie Hornsby

Schedule

Monthly, from 11/16/2015 to 4/1/2016

Evidence of Completion

The MCIES informal and formal observation data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Review instructional and non-instructional data	Hornsby, Pattie	7/27/2015	Synopsis of results given to faculty and staff.	7/31/2015 quarterly
G2.B12.S1.A1	Create a school-based definition of instructional rigor and how it is achieved in the classroom.	Hornsby, Pattie	10/21/2015	Definition of instructional rigor, as defined by faculty and staff.	10/21/2015 one-time
G1.MA1	Monitor teacher lesson plans to ensure implementation of student engagement strategies throughout all content areas.	Sagendorph, Jennifer	8/26/2015	Student performance data will demonstrate growth in all subject areas.	5/27/2016 monthly
G1.B2.S1.MA1	Implementation of the student engagement strategies.	Sagendorph, Jennifer	8/14/2015	Evaluating the results from the formal and informal observations of teachers and non-instructional personnel.	5/27/2016 biweekly
G1.B2.S1.MA1	Review data with leadership team.	Hornsby, Pattie	8/5/2015	Minutes from meeting with the leadership team.	8/5/2015 one-time
G2.MA1	District Learning Checks and RWA Data	Sagendorph, Jennifer	11/3/2015	Data from District learning checks and RWA's will be progress monitored through regular grade level data meetings with teachers during the school year.	5/29/2016 monthly
G2.MA2	FSA assessment data	Hornsby, Pattie	9/25/2015	End of school year FSA data will indicate that students have shown growth towards or have met grade level standards.	5/29/2016 one-time
G2.B12.S1.MA1	Review teacher lesson plans, formal and informal observation data for evidence of rigorous instructional strategies.	Hornsby, Pattie	11/16/2015	The MCIES informal and formal observation data.	4/1/2016 monthly
G2.B12.S1.MA1	Schedule and host professional development to increase instructional rigor in delivery methods (using the school-based definition as a standard).	Hornsby, Pattie	11/16/2015	Agendas and sign in sheets for professional development.	4/1/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Review instructional and non-instructional data				$24,361.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	643-Computer Hardware Capitalized	0381 - Sparr Elementary School	Title I Part A		$11,880.00
		Notes: Smartboards				
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	0381 - Sparr Elementary School	Title I Part A		$325.00
		Notes: Parent Communication board				
	6150	510-Supplies	0381 - Sparr Elementary School	Title I Part A		$1,041.00
		Notes: Food and paper for parent trainings				
	5100	360-Rentals	0381 - Sparr Elementary School	Title I Part A		$10,235.00
		Notes: Achieve3000				
	6150	390-Other Purchased Services	0381 - Sparr Elementary School	Title I Part A		$880.00
		Notes: Planner				
2	G2.B12.S1.A1	Create a school-based definition of instructional rigor and how it is achieved in the classroom.				$71,162.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	150-Aides	0381 - Sparr Elementary School	Title I Part A		$56,778.00
		Notes: Notes				
	6400	750-Other Personal Services	0381 - Sparr Elementary School	Title I Part A		$2,302.00
		Notes: Substitutes for trainings				
	5100	360-Rentals	0381 - Sparr Elementary School	Title I Part A		$3,022.00
		Notes: Online programs (ReadLive, Renaissance, SRA Online)				
	6400	310-Professional and Technical Services	0381 - Sparr Elementary School	Title I Part A		$2,500.00
		Notes: TopScore Writing consultant				

Budget Data

	5100	510-Supplies	0381 - Sparr Elementary School	Title I Part A		$565.00
			Notes: Student workbooks and paper			
	5100	590-Other Materials and Supplies	0381 - Sparr Elementary School	Title I Part A		$1,476.00
			Notes: Headphones			
	6400	590-Other Materials and Supplies	0381 - Sparr Elementary School	Title I Part A		$2,217.00
			Notes: Teacher Materials for TopScore Writing			
	5100	750-Other Personal Services	0381 - Sparr Elementary School	Title I Part A		$2,302.00
			Notes: Substitutes for collaboration and planning			
					Total:	**$95,523.00**