

Sparr Elementary School



2017-18 Schoolwide Improvement Plan

Sparr Elementary School

2525 E HWY 329, Anthony, FL 32617

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sparr Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to foster relationships with all stakeholders to remove barriers to student success. .

b. Provide the school's vision statement.

To provide a nurturing learning community committed to preparing young minds to be academically and socially competitive for college and career readiness.

2. School Environment

a. 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 in-house 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.

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

Sparr Elementary implements the Positive 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 CPI trained and are able to identify problematic behavior and de-escalate potentially problematic situations before they become unsafe. Our students, staff, and community know our Big 3 (Do what's right, Do your best and treat others the way you want to be treated) and practice them daily when interacting with each other building a safe, positive, and respected environment.

c. 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 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.

d. 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.

The PBS 10 critical elements are at the core of our quest to ensure the social-emotional needs of all of our students. 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. In addition, students who struggle with behavioral issues are placed on a behavior intervention check in and check out system through our guidance department in conjunction with the teacher and parent. The school Synergy Team, which includes the Principal, Assistant Principal, Content Area Specialist, Guidance Counselor, Behavior Specialist, School Psychologist, and Social Worker, meet once 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 Unify/Performance Matters to monitor attendance, grades, referral counts, course failures and test scores. In addition, students are identified and progress monitored if they score a level 1 or 2 on the Florida Standards Assessment.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	10	10	7	7	8	0	0	0	0	0	0	0	50
One or more suspensions	5	3	1	4	4	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	2	5	12	3	9	9	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	18	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	10	9	11	10	15	0	0	0	0	0	0	0	64

c. 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 our 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, Guidance Counselor, Content Area Specialists and Synergy team. The struggling students are placed in research based intervention programs for 30 minutes each day to assist with the deficit. 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, iReady (reading and math), and Elements of Vocabulary intervention as well. We also

use FASTTMath, hands on standards, and have math interventions. Our administration team works with the teachers and paras providing professional development, manipulative kits, data digs, and progress monitoring for our students in math. For Behavior, we utilize "check-in, check-out", and both in-school, and out of school suspension including PASS. For Attendance, we begin contacting parents in person when they bring their child to school late, phone, and then by letter, continuously, after the third absence, then we refer to our Social worker. In addition, parents are set up after the third tardy to receive automatic wake up calls. Students who are on the early warning system will also receive a mentor (leadership team)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/438294>.

2. Description

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

2. 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.

Our Student Advisory Council (SAC) meets once a month with parents, staff, and local business members to discuss our issues related to our school improvement goals, budgeting, technology, and to problem solve. Local service providers frequently visit our school to talk with students about various topics. In addition, our business partner, Sparr Building and Supply, sells us items at cost--for minigrants, and campus beautifications projects, etc. Sparr Building and Supply also sends a staff member to volunteer every week, going into classrooms to mentor students. 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 Public Education Foundation. Sparr Baptist church works closely with our Guidance Department to provide school supplies, food backpacks, as well as a meeting space for large ceremonies after hours. In addition, they provided a Back to School bash, where school volunteers assisted, to provide hair cuts, immunization, physicals, and other support. Eachers utilize the District's Business Partnership, the Public Ed Foundation, and Teacher's Tools' store. North Marion High School FFA volunteers to conduct a read in with our students. North Marion High School cadets volunteer time to assist with "a day of caring" to beautify the school campus. In addition, Mr. and Mrs. VanNote, have volunteered to purchase books so that our students can continue to receive books 3 times a year in our Kiwanis RIF program. This will allow our students to build their own personal library and a love for reading. The Altrusa International supports Sparr Elementary by donating 100 books for our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Street, Gay	Principal
Jackson, Sandra	School Counselor
Keene, Rachel	Instructional Coach
Mcadams, Kristian	Instructional Coach
Pollard, Jennifer	Assistant Principal

b. Duties

1. 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, School Counselor, and (Literacy, Math, Science) CAS. 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.

2. 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 similar 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Damon, Craig	Parent
Dolores Urso	Teacher
Charlene Thomas	Education Support Employee
Jackie Beard	Business/Community
Karen Welch	Teacher
English, Vanessa	Parent
Gibbs, Stephanie	Parent
Gordon, Alphonso	Parent
Hernandez, Nuris	Parent
Holton, Ashley	Parent
Schoonover, Faith	Parent
Williams, Alaina	Parent
Blackwell, Tonya	Parent
Cook, Gerri	Parent
Street, Gay	Parent
Fuller, Albert	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Throughout the school year, components of the school improvement plan are presented at every SAC meeting. The SAC members met to discuss and focus on meeting the school goals based on the school improvement plan. Members of the SAC ask questions, make recommendations, and when appropriate, approve expenditures.

b. Development of this school improvement plan

SAC members meet once a month and are presented with data concerning our School Improvement Goals. The SAC give input throughout the year to achieve our goals. When discussing the current plan, and discussing the school's long term future needs, the SAC is involved. The SAC always approves the annual budget and final improvement plan.

c. 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.

2. 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.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. 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,

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Street, Gay	Principal
McAdams, Kristian	Instructional Coach
Pollard, Jennifer	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team has many initiatives to increase literacy fluency at the school. Our intervention programs are aligned with specific student needs through the use of iReady. 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 the superintendent vision of the love for reading by encouraging students to self select books based on the interest and read 20 minutes per night. The LLT continues to promote literacy through the use of Achieve 3000 by encouraging students to choose interesting articles based on their selection. Through the use of the iReady instructional framework and the teacher's toolbox, students will receive explicit instruction to improve their literacy skills. In addition, our LLT meets to provide ideas to promote literacy on our campus along with a dedicated time frame in January to spot light literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

- * All teachers are provided with common collaborative planning time
- * During this time, they create standard based lessons to meet individual student needs. They create common boards for the standard.
- *Teacher actively participate in data digs and developing plans of action.
- * Teachers will use a "sign" outside their door to encourage others to observe a lesson based on standards.

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

For the 2017-18 school year, Sparr Elementary retained all teachers. When we hire 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 three para-professionals are enrolled in college level courses (internship with Clin Ed teachers on campus), working toward a degree in education.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 actively participating in data digs, collaborative planning, continuous feedback, observing instruction, and monitoring student data on standards assessments.

All teachers create common boards to ensure standard based instruction. This year we are adding the check for understanding portion to help guide instruction. In addition, we will implement the Power of 5 vision of the district.

b. Instructional Strategies

1. 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 grades are benchmark assessed in reading and math three times per year using iReady and necessary students who need to be progress monitored will also be tested in iReady. In addition, kindergarten is benchmark assessed and progress monitored using DRA and KMSI. After each assessment, the data is reviewed and students are placed in appropriate reading/math interventions or enrichment programs based on their areas of need. Teachers also use the data to incorporate small group instruction into their center rotations so that students may receive differentiated instruction during class time.

2. 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: After School Program

Minutes added to school year:

Teachers will focus on student's data to create small group differentiated instruction based on targeted needs on individual students during teacher collaboration, planning and professional development.

Strategy Rationale

When we address specific deficiencies of the individual students and across standards, we better understand what we need to do to improve these deficiencies. iReady will also help us to target specific needs and use standards-based instruction to target deficiencies.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Pollard, Jennifer, jennifer.pollard@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 iReady. The data is analyzed at regular data meetings with teachers to determine the effectiveness of the intervention(s). Students demonstrating adequate 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 half of the Kindergarten population attends school each day, for the first two 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.

b. College and Career Readiness

1. 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. We are implementing Soft Skills this year to ensure students are ready for the workforce in Marion County and beyond.

2. 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.

3. 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.

4. 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.

Sparr Elementary is a PREK - 5th grade school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we improve teacher/student relationships, then student social emotional well-being and 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we improve teacher/student relationships, then student social emotional well-being and student achievement will improve in all areas. 1a

G096028

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA Mathematics Achievement	53.0
Statewide Science Assessment Achievement	56.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Monitor use of student engagement strategies throughout all content areas, use of common board to start lesson, and check for understanding using cooperative learning strategies.

Person Responsible

Rachel Keene

Schedule

Monthly, from 8/21/2017 to 5/31/2018

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

G096029

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA Mathematics Achievement	53.0
CELLA Writing Proficiency	50.0
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal 3

- lack of understanding of academic rigor (DOK, Standard's based instruction)
- resources that support standard based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- State Adopted Materials
- Administrative and district class walk-throughs
- Learning Walks with teachers
- District based trainings and school based trainings
- PLC trainings that have been scheduled
- Common Planning Time
- Title I Resources and funding
- Achieve 3000
- iReady
- IXL
- Top Score

Plan to Monitor Progress Toward G2. 8

Quartely assessments, grades, student observation, student results from iReady, Top Score, Write Score (district) and Achieve 3000 common board checks for understanding

Person Responsible

Kristian Mcadams

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Data from quarterly assessments, student grades, student results from Achieve 3000, Top Score, Write Score (district) and iReady and classroom observation will be progress monitored through regular grade level data meetings with teachers during the school year. In addition teachers coaches and administrators will conduct data digs to progress monitor.

Plan to Monitor Progress Toward G2. 8

FSA assessment data

Person Responsible

Jennifer Sagendorph

Schedule

Monthly, from 8/31/2017 to 5/31/2018

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 improve teacher/student relationships, then student social emotional well-being and student achievement will improve in all areas. **1**

 **G096028**

G1.B1 lack of understanding of how to build positive student/teacher relationships **2**

 **B258512**

G1.B1.S1 Throughout the school year 2017-2018, and beginning in August, all teachers will receive ongoing, scaffolded training in student engagement strategies. Teachers will continue to use the Common Board. **4**

 **S273720**

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 data

Person Responsible

Gay Street

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Survey data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review data with leadership team, problem solve, and develop plans of action

Person Responsible

Kristian Mcadams

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Minutes from meeting with the leadership team and data dig conversations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Implementation of the student engagement strategies.

Person Responsible

Jennifer Pollard

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Evaluating the results from the formal and informal observations of teachers, use of student engagement strategies, grades, student understanding (check for understanding)

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

 G096029

G2.B5 lack of understanding of academic rigor (DOK, Standard's based instruction) 2

 B258520

G2.B5.S1 Teachers will use the Florida Standards to create lesson plans and differentiated activities designed to increase instructional rigor. Teachers will use standard based instruction using various resources such as Achieve 3000, iReady, and IXL. 4

 S273724

Strategy Rationale

If teachers plan rigorous instruction then student achievement will increase.

Action Step 1 5

Understanding and use of rigorous lessons, standard based resources and activities for students

Person Responsible

Kristian Mcadams

Schedule

Monthly, from 8/28/2017 to 5/17/2018

Evidence of Completion

quarterly assessments, student work and artifacts, and teacher assessment/observations

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom Observations and data dig meetings

Person Responsible

Gay Street

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

MCIES observational data, data dig data, quarterly assessments, iready data, Achieve 3000, Top Score, Write Score (district), student work samples

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Review teacher common board, delivery of instruction and check for understanding, formal and informal observation data for evidence of rigorous instructional strategies.

Person Responsible

Gay Street

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

The MCIES informal and formal observation data, student data,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B5.S1.A1 A367522	Understanding and use of rigorous lessons, standard based resources and activities for students	McAdams, Kristian	8/28/2017	quarterly assessments, student work and artifacts, and teacher assessment/ observations	5/17/2018 monthly
G1.MA1 M394346	Monitor use of student engagement strategies throughout all content areas, use of common board to...	Keene, Rachel	8/21/2017	Student performance data will demonstrate growth in all subject areas.	5/31/2018 monthly
G2.MA1 M394353	Quarterly assessments, grades, student observation, student results from iReady, Top Score, Write...	McAdams, Kristian	8/31/2017	Data from quarterly assessments, student grades, student results from Achieve 3000, Top Score, Write Score (district) and iReady and classroom observation will be progress monitored through regular grade level data meetings with teachers during the school year. In addition teachers coaches and administrators will conduct data digs to progress monitor.	5/31/2018 monthly
G2.MA2 M394354	FSA assessment data	Sagendorph, Jennifer	8/31/2017	End of school year FSA data will indicate that students have shown growth towards or have met grade level standards.	5/31/2018 monthly
G1.B1.S1.MA1 M394344	Implementation of the student engagement strategies.	Pollard, Jennifer	8/21/2017	Evaluating the results from the formal and informal observations of teachers, use of student engagement strategies, grades, student understanding (check for understanding)	5/31/2018 biweekly
G1.B1.S1.MA1 M394345	Review data with leadership team, problem solve, and develop plans of action	McAdams, Kristian	8/21/2017	Minutes from meeting with the leadership team and data dig conversations.	5/31/2018 biweekly
G1.B1.S1.A1 A367519	Review instructional data	Street, Gay	8/21/2017	Survey data	5/31/2018 quarterly
G2.B5.S1.MA1 M394351	Review teacher common board, delivery of instruction and check for understanding, formal and...	Street, Gay	8/31/2017	The MCIES informal and formal observation data, student data,	5/31/2018 monthly
G2.B5.S1.MA1 M394352	Classroom Observations and data dig meetings	Street, Gay	8/21/2017	MCIES observational data, data dig data, quarterly assessments, iReady data, Achieve 3000, Top Score, Write Score (district), student work samples	5/31/2018 quarterly

V. Professional Development Opportunities

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

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

G2.B5 lack of understanding of academic rigor (DOK, Standard's based instruction)

G2.B5.S1 Teachers will use the Florida Standards to create lesson plans and differentiated activities designed to increase instructional rigor. Teachers will use standard based instruction using various resources such as Achieve 3000, iReady, and IXL.

PD Opportunity 1

Understanding and use of rigorous lessons, standard based resources and activities for students

Facilitator

Gay Street

Participants

staff

Schedule

Monthly, from 8/28/2017 to 5/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Review instructional data				\$13,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0381 - Sparr Elementary School	Title I, Part A		\$800.00
			<i>Notes: Student Planners</i>			
	6150	510-Supplies	0381 - Sparr Elementary School	Title I, Part A		\$188.00
			<i>Notes: paper for parent trainings</i>			
	5100	510-Supplies	0381 - Sparr Elementary School	Title I, Part A		\$6,750.00
			<i>Notes: iReady</i>			
	6150	510-Supplies	0381 - Sparr Elementary School	Title I, Part A		\$242.00
			<i>Notes: food for parent training</i>			
	5100	590-Other Materials and Supplies	0381 - Sparr Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Materials for project based learning</i>			
	6150	510-Supplies	0381 - Sparr Elementary School	Title, I Part A		\$315.00
			<i>Notes: Notes</i>			
2	G2.B5.S1.A1	Understanding and use of rigorous lessons, standard based resources and activities for students				\$213,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0381 - Sparr Elementary School	Title I, Part A		\$73,074.00
			<i>Notes: Para professionals (Title 1) Kindergarten para</i>			
	5100	360-Rentals	0381 - Sparr Elementary School	Title I, Part A		\$20,725.00
			<i>Notes: Achieve 3000, I ready diagnostic and instruction, TOP Score, IXL</i>			
	5100	510-Supplies	0381 - Sparr Elementary School	Title I, Part A		\$3,665.00
			<i>Notes: student supplies, paper, notebooks, journals,</i>			
	6400	330-Travel	0381 - Sparr Elementary School			\$285.00
			<i>Notes: Media Specialist FAME conference registration</i>			

Marion - 0381 - Sparr Elementary School - 2017-18 SIP
Sparr Elementary School

	5100	644-Computer Hardware Non-Capitalized	0381 - Sparr Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Ipad air</i>			
	6400	100-Salaries	0381 - Sparr Elementary School	Title, I Part A		\$94,801.00
			<i>Notes: District appointed CSA for Math, Literacy and Science McAdams, Coleman, and Keene</i>			
	5100	500-Materials and Supplies	0381 - Sparr Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: STEM and project based learning materials</i>			
	5100	590-Other Materials and Supplies	0381 - Sparr Elementary School	Title, I Part A		\$3,500.00
			<i>Notes: Notes</i>			
	5900	100-Salaries	0381 - Sparr Elementary School	Title, I Part A		\$7,300.00
			<i>Notes: Notes</i>			
					Total:	\$226,645.00