Marion County Public Schools

Anthony Elementary School

2018-19 Schoolwide Improvement Plan

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Anthony Elementary School

9501 NE JACKSONVILLE RD, Anthony, FL 32617

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	51%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	C*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Anthony Elementary School will accomplish the highest academic achievement possible for our students while creating a safe and nurturing school and building a community within the school that equips young people in developing skills, habits, and competencies that produce an educated citizenry rooted in healthy, personalized, and productive relationships.

Provide the school's vision statement.

We believe that "all children can learn and succeed". We will be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning, and effective communication. We understand the critical connection between home and school. We challenge ourselves to be champions for all students, expect excellence of one another, carry the banner of positivity, and strive to be a merchant of hope. We believe our success will build lifelong, confident learners, who have the tools necessary for success.

School Leadership Team

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

Name	Title
Johnson, James	Principal
Bradshaw, Saundra	School Counselor
Cobelo, Amy	Assistant Principal
Martin, James	Dean
Raney, Karli	Instructional Coach
Keene, Rachel	Instructional Coach

Duties

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

C. Amy Farino, Assistant Principal
C. Raney, Literacy and Math Coach
R. Keene, Science Coach
J. Martin, Dean
The duties and responsibilities of the school leadership team includes: attendance at core meetings; attendance Progress Monitoring Planning; helps develop and support Tier 2 and Tier 3 academic and behavior plans; develops agenda for MTSS meetings; responsible for gathering attendance data; responsible for gathering behavior data; graphs students' progress monitoring data; participates in gap analysis; makes the MTSS team aware of health/medical conditions that may impact learning; takes minutes during the meeting; provides the meeting minutes to all MTSS members in a timely fashion; schedules meetings to review the MTSS plans with teachers; schedules speech, language, vision and hearing screenings; sends home referrals based on hearing and vision needs; refers students and parents to appropriate community resources; participates in parent conferences; schedules progress monitoring time in labs; reviews school wide progress monitoring information;

conducts guidance lessons based on specific areas of need; provides training to staff and teachers related to interventions and teacher growth; and finalizes the MTSS referral packet and submits.

Early Warning Systems

Year 2017-18

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	9	8	7	11	7	15	0	0	0	0	0	0	0	57
One or more suspensions	2	2	4	11	3	4	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	15	16	0	0	0	0	0	0	0	59

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		1	2	3	4	6	7	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 7/20/2018

Year 2016-17 - As Reported

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	3	4	6	8	6	8	0	0	0	0	0	0	0	35
One or more suspensions	2	3	2	4	5	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	6	9	15	5	8	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	1	2	3	2	3	6	0	0	0	0	0	0	0	17

Year 2016-17 - Updated

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	3	4	6	8	6	8	0	0	0	0	0	0	0	35
One or more suspensions	2	3	2	4	5	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	6	9	15	5	8	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	1	2	3	2	3	6	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Mathematics Learning Gains of the Lowest 25% performed the lowest with a 26 compared to all other tested areas. There appears to be a downward trend with SY15-16 reporting 30, SY17-18 reporting 26, and SY16-17 reporting 27.

Which data component showed the greatest decline from prior year?

In SY17-18, ELA Learning Gains showed the greatest decline from the prior year with a 20 point decrease from the year before. In S16-17 students scored at 50 and in SY17-18, students scored 30 which is lower than our SY15-16 score of 39.

Which data component had the biggest gap when compared to the state average?

AYE has the biggest gap in Math Achievement with a deficit of 28 in grades 3-5 compared to the state's score of 62 for SY17-18 but we also have a gap in ELA Learning Gains with a deficit of 25 in grades 3-5 when compared to the state's score of 55. Our 5th grade class in Math had the biggest gap with a deficit of 33 when compared to the state's score of 58 for SY17-18.

Which data component showed the most improvement? Is this a trend?

We did not have improvements this year in any tested area: Science, Math, and ELA. The scores decreased up to 10 points in each area.

Describe the actions or changes that led to the improvement in this area.

We did not make changes or improvements because we were not prepared to teach the diverse population and meet the culture, diversity, and social emotional learning of our students today. With many of our students being raised by guardians, we need to reach out to them and offer support and assistance in academics and behavioral support. Our action is to include professional development for teachers; resources for parents, teachers, and students; and community outreach programs to better serve our student population.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	46%	56%	43%	47%	52%
ELA Learning Gains	30%	44%	55%	39%	49%	52%
ELA Lowest 25th Percentile	33%	37%	48%	36%	47%	46%
Math Achievement	34%	49%	62%	40%	48%	58%
Math Learning Gains	38%	46%	59%	44%	47%	58%
Math Lowest 25th Percentile	26%	35%	47%	30%	40%	46%
Science Achievement	42%	51%	55%	45%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9 (3)	8 (4)	7 (6)	11 (8)	7 (6)	15 (8)	57 (35)
One or more suspensions	2 (2)	2 (3)	4 (2)	11 (4)	3 (5)	4 (9)	26 (25)
Course failure in ELA or Math	0 (5)	0 (6)	0 (9)	0 (15)	0 (5)	0 (8)	0 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (0)	15 (0)	16 (15)	59 (15)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	46%	-10%	57%	-21%
	2017	48%	50%	-2%	58%	-10%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	36%	43%	-7%	56%	-20%
	2017	48%	52%	-4%	56%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-12%				
Cohort Comparison		-12%				
05	2018	30%	46%	-16%	55%	-25%
	2017	43%	47%	-4%	53%	-10%
Same Grade Comparison		-13%				
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	48%	-14%	62%	-28%
	2017	50%	48%	2%	62%	-12%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	42%	47%	-5%	62%	-20%
	2017	47%	55%	-8%	64%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2018	28%	50%	-22%	61%	-33%
	2017	37%	45%	-8%	57%	-20%
Same Grade Comparison		-9%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	49%	-7%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	26	28	7	28	33	17				
ELL	30	44		21	25						
BLK	24	28		24	24		33				
HSP	38	36		29	36		36				
WHT	45	27	20	46	46		50				
FRL	31	30	41	30	38	26	39				

	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	29	27	21	24						
ELL	29			50							
BLK	32	43		19	41		31				
HSP	57	72		68	56		50				
WHT	49	46	46	51	42	17	57				
FRL	40	47	48	42	37	22	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Anthony Elementary School will increase learning gains and proficiency in English Language Arts.
Rationale	We chose ELA as an overall area of focus because data results indicated a decline in all tested sub-areas in ELA on the 2017-18 FSA assessment. After further analyzing the data we realized that inconsistencies in the available curriculum, as well as the delivery/ implementation of the curriculum, contributed greatly to the problem.
Intended Outcome	If Anthony Elementary teachers consistently deliver Florida Standards aligned instruction in reading, and provide effective reading interventions, then student proficiency as well as learning gains will increase in the following grades as measured by FSA data. Grade 3 proficiency Baseline 40%, Target 50%; Grade 4 proficiency Baseline 40%, Target 50%; Grade 5 proficiency Baseline 32%, Target 45%. Overall ELA Learning Gains: Baseline 30%, Target 45%.
Point Person	James Johnson (james.johnson@marion.k12.fl.us)

Action Step	
Description	The Assistant Principal and Literacy Coach will partner with teachers, district professional development, and area teaching and learning specialist to provide training and support in intervention resources and new curriculum. Outside representatives will provide professional development in the areas of writing, reading, and foundational skills. In addition, we will continue to build capacity in understanding horizontal and vertical alignment of state standards as it applies to each lesson. Title 1 funds and UniSig funds will be used for resources, supplies, and personnel. Building the capacity of teachers will lead to a culture of student success and rigor.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	We will review a variety of data sources from progress monitoring, quarterly assessments, DRA, and iReady. In addition, we will monitor progress of student learning and teacher capacity through classroom visits, learning walks, coaching cycles, and observations.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Activity #2	
Title	Anthony Elementary will increase student proficiency in STEM subject areas.
Rationale	After reviewing multiple pieces of data and 3-year FSA trends, root cause analysis reveals that inconsistencies in the implementation of the math curriculum, and a lack of proper intervention of below-level students, contributed to the decrease in all areas of math.
Intended Outcome	If all of Anthony Elementary's staff will be trained on formative assessments and re-teaching skills that are not mastered, then proficiency will increase in the following grades as measured by FSA data. Grade 3 Baseline 33% Target 45%, Grade 4 Baseline 46% Target 51%, Grade 5 Baseline 25% Target 45% in Math. In Science the baseline is 42%, and the Target is 55%.
Point Person	James Johnson (james.johnson@marion.k12.fl.us)

Action Step	
Description	The Assistant Principal and Content Area Specialists will partner with teachers, district professional development, and area teaching and learning specialist to provide training and support in formative assessments and reteach lessons. Outside representatives will provide professional development in the areas of math discourse and numbers and operations for math teachers. In Science an outside consultant will come in and provide professional development and guidance with planning effective lessons. In addition, we will continue to build capacity in understanding horizontal and vertical alignment of state standards as it applies to each lesson. Title 1 funds and UniSig funds will be used for resources, supplies, and personnel. Building the capacity of teachers will lead to a culture of student success and rigor.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	We will review a variety of data sources from progress monitoring, quarterly assessments, and iReady. In addition, we will monitor progress of student learning and teacher capacity through classroom visits, learning walks, coaching cycles, and observations.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Activity #3	
Title	Anthony Elementary School will provide educational opportunities for parents to assist in student success in both academics and social emotional well being.
Rationale	The number of referrals (260) and behavior incidents incurred throughout the school year warrant a review of parents/guardians support at home and the students receiving discipline referrals has a direct correlation to lower academic grades. Research shows an average 11 percentile-point gain on state-wide academic achievement in assessments after implementing SEL curriculum.
Intended Outcome	If we provide social emotional learning, behavior support, and empower parents to live a growth mindset approach, they will be able to provide successful role modeling to their child. Students with SEL support from home and school will help to decrease the number of office (from 260 in 17-18) discipline referrals by 25%, to under 200 for the 2018-19 school year, and in turn increase proficiency in both ELA and Math in all grade levels.
Point Person	James Johnson (james.johnson@marion.k12.fl.us)

Action Step	
Description	The SAC, Administrative Team, and Leadership Team will partner with teachers, district professional development, and area teaching and learning specialist to provide training and support in social emotional learning to teachers and students. Outside representatives from Sanford Harmony and parent volunteer will provide professional development in the areas of parental support, growth mindset, social emotional learning, and personal development. Title 1 funds and UniSig funds will be used for resources, supplies, and personnel. Building the capacity of parents will lead to a community involved school.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	We will provide parent surveys at the end of every event to gauge whether the parents feel the program is effectively making a difference with their child. Another desired outcome from the program is a decrease in office discipline referrals. Our Student Services Manager will pull discipline data on a quarterly basis, to compare versus last school year, in order to measure the effectiveness of the SEL program.
Person Responsible	James Johnson (james.johnson@marion.k12.fl.us)

Part IV: Title I Requirements

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

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

Anthony will provide an array of opportunities to involve and build positive relationships with parents, families, and the community. AYE will have a volunteer parent/community liaison from our SAC who represents the school at all meetings and events. A variety of survey instruments, parent meetings,

newsletters, social media campaigns will be used to solicit input from parents regarding the implementation of Title 1 Program and how Title 1 funds are spent. Surveys will be administered to the parents, families, community members at the end of each activity. The results of these surveys will be used to plan ways to increase parental engagement. Additionally, parents will be given opportunities to provide input at the Title 1 Annual Meeting, parent data meetings, parent conferences, Strong Father-Strong Families and parent teacher organization meetings. Anthony will also host a variety of parent, family, and community engagements at the school and at the local community center hosting literacy events, personal development, and social emotional lessons for home.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Lessons are conducted in all classrooms focusing on social-emotional needs and character development via the use of Sanford Harmony. The social worker hosts individual and group sessions provided for students that need additional support with regards to social-emotional needs. We promote school wide social and emotional needs of all students through professional development of our teachers. The school offers Good News Club and Strong Fathers Strong Families which provides mentoring and support for students. In addition, our guidance counselor works as a parent liaison and conducts weekly meetings with school psychologist, speech/vision/hearing, therapists, social workers, and ESE specialist to ensure students' needs are being met.

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

STAGGER START is a district initiative to assist pre-K and kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students. Florida's Voluntary PreK, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. A Title I Four Year Old Preschool Program is currently in place at the school. The VPK assessments are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. In addition, at the end of the year, our 5th grade ESE students meet with their feeder middle school which includes the guidance counselor and ESE specialist. They learn about their middle school career and set goals for success.

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 leadership team identifies students via data: iReady, DRA, FSA, classroom tests and observations. The schedule allows us to meet with with groups of students for two - 45 minute MTSS sessions for Tier 2 and 3 instruction. Students are grouped by ability and will receive intensive instruction in their area of need by trained interventionists which includes teachers, paras, and literacy coach. Students will receive Tier 1 instruction throughout the day. All teachers and instructional para-professionals utilize their time working with students during student time on campus using research based intervention programs. Student progress is measured daily. Students making progress are moved

immediately. Students needing assistance will require leadership team to host fidelity check of program monthly. Data based decision making for students participating in Tier 2 interventions occurs once a week through coaching conversations between school leaders, interventionists, and teachers, as well as at the end of data cycles (progress monitoring & diagnostics). Once a month, teams work together to determine which students have made enough progress to exit intervention, which students should remain in their current intervention, which students have made insufficient progress, and should be considered for a more intensive level of intervention. Literacy coach will check in/out intervention resources. 2. At AYE, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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. In November, our guidance counselor will host The Great American Teach In wherein community, STEM career based employees, and local businesses showcase their careers. In addition, we will include instructional activities in organization and higher order thinking skill development.

Part V: Budget

Total:	**$336,206.50**