

Marion County Public Schools

Dr N H Jones Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	10
Budget to Support Goals	12

Dr N H Jones Elementary School

1900 SW 5TH ST, Ocala, FL 34471

[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 KG-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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.

In an innovative environment, students will excel in basic academics with enhanced learning in STEAM (Science, Technology, Engineering, Arts, Mathematics).

Provide the school's vision statement.

Dr. N. H. Jones Elementary, where every child will achieve academic excellence.

School Leadership Team

Membership

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

Name	Title
Houle, Jennifer	Principal
Coleman, Lisa	Assistant Principal
Abbruzzi, Julie	School Counselor
Hall, Carol	Dean

Duties

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

Jennifer Houle-Principal

- monitor data
- coach teachers on instructional practices
- lead grade level discussions
- determine school wide needs based on data
- determine professional development needs of the school

Lisa Coleman-Assistant Principal

- monitor data
- coach teachers on instructional practices
- lead grade level discussions
- assist with MTSS

Carol Hall- Student Services Manager

- monitor student behavior
- provide assistance to teachers with classroom management plans and interventions

Julie Abbruzzi- School Counselor

- assist with MTSS
- monitor data for discussions
- assist with IEP/EP compliance

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	2	4	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected

Monday 8/27/2018

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	0	1	0	1	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	0	1	0	0	2	0	0	0	0	0	0	0	0	3

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	0	1	0	1	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	0	1	0	0	2	0	0	0	0	0	0	0	0	3

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?

The area that we performed the lowest was the ELA learning gains in our bottom quartile. No, it is not a trend. The lowest area last year was in math.

Which data component showed the greatest decline from prior year?

The area with the greatest decline from the previous year was the ELA learning gains in our bottom quartile

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

We are above the state average in all areas. The subject area with the largest gap is ELA. We were 46 percentage points about the district and 36 percentage points above the state in ELA achievement.

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

We showed the most improvement in the math learning gains in our bottom quartile.

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

Data specific conversations focusing on math levels of the bottom quartile and differentiation of instruction.

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	92%	46%	56%	94%	47%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	74%	44%	55%	75%	49%	52%
ELA Lowest 25th Percentile	71%	37%	48%	76%	47%	46%
Math Achievement	94%	49%	62%	97%	48%	58%
Math Learning Gains	72%	46%	59%	81%	47%	58%
Math Lowest 25th Percentile	78%	35%	47%	72%	40%	46%
Science Achievement	89%	51%	55%	98%	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	0 (0)	0 (1)	0 (0)	0 (1)	0 (0)	0 (0)	0 (2)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (1)	0 (0)	0 (0)	0 (2)	0 (0)	0 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	2 (2)	4 (0)	6 (2)

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	93%	46%	47%	57%	36%
	2017	97%	50%	47%	58%	39%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	92%	43%	49%	56%	36%
	2017	95%	52%	43%	56%	39%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
05	2018	92%	46%	46%	55%	37%
	2017	96%	47%	49%	53%	43%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	94%	48%	46%	62%	32%
	2017	98%	48%	50%	62%	36%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	90%	47%	43%	62%	28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	97%	55%	42%	64%	33%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
05	2018	98%	50%	48%	61%	37%
	2017	96%	45%	51%	57%	39%
Same Grade Comparison		2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	89%	49%	40%	55%	34%
	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
ASN	100	90		100	85		100				
BLK	73	53	58	76	53	67	53				
HSP	100	80		100	90						
WHT	95	76	73	97	73	80	93				
FRL	80	60	60	84	59	72	72				
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
ASN	100	86		100	77		100				
BLK	85	76	78	93	73	67	94				
HSP	94	86		94	86						
WHT	98	82	80	98	79	73	98				
FRL	88	73	69	90	70	60	100				

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	Increase learning gains in ELA Bottom quartile
Rationale	We lost ground in the gains from our bottom quartile students in ELA. Our school specifically has the majority of level 3s and 4s in our bottom quartile and we struggle to show growth in higher performing students.
Intended Outcome	If we provide differentiated standards based instruction, then we will increase our ELA bottom quartile by 10 percentage points.
Point Person	Jennifer Houle (jennifer.houle@marion.k12.fl.us)
Action Step	
Description	We will conduct bi-weekly data chats with teachers to monitor our students in the bottom quartile. We will target areas for growth and provide differentiated instruction to meet the needs of all learners.
Person Responsible	Jennifer Houle (jennifer.houle@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will track data with school, district, and state assessments.
Person Responsible	Jennifer Houle (jennifer.houle@marion.k12.fl.us)
Activity #2	
Title	Increase Science Proficiency in 5th grade
Rationale	Overall the percentage of students proficient on the 5th grade science FCAT decline nine percentage points.
Intended Outcome	If we provide targeted standards based instruction to the depth of the standard to all of our 5th grade students, then we will increase proficiency on the 5th grade FCAT Science by ten percentage points.
Point Person	Jennifer Houle (jennifer.houle@marion.k12.fl.us)
Action Step	
Description	All 5th grade teachers will be teaching their own science block. Previously, 5th grade teachers were departmentalized.
Person Responsible	Jennifer Houle (jennifer.houle@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration will do regular walk throughs in the 5th grade classrooms and have data chats regarding quarterly district assessments.
Person Responsible	Jennifer Houle (jennifer.houle@marion.k12.fl.us)

Activity #3

Title	Increase Proficiency and Learning Gains in Math
Rationale	The overall percentage of proficiency in math in 3rd grade and proficiency and learning gains in 4th grade decreased.
Intended Outcome	If we provided differentiated standards based instruction based on the individual needs of the student, then we will Increase the percentage of students that are proficient and make learning gains by 10 percentage points.
Point Person	Jennifer Houle (jennifer.houle@marion.k12.fl.us)

Action Step

Description	Bi-weekly data chats will occur to look at district assessments as well as classroom assessments to determine level and growth. The AP will also be actively involved with coaching teachers that are struggling to provide enrichment opportunities to our students.
Person Responsible	Jennifer Houle (jennifer.houle@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	Review district data, previous FSA scores, iReady diagnostic, and classroom assessments for performance.
Person Responsible	Jennifer Houle (jennifer.houle@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, Â§ 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.

We are not a Title I school, but are a magnet school and have outstanding parent involvement. Every year during the second week of school, we have a huge open house for our kindergarten parents. Each teacher prepares a power point presentation and discusses curriculum and kindergarten activities for the entire school year. Each class usually has almost 100% participation.

After Labor Day we have Open House for grades 1-5, which also has a large participation rate. Classes throughout the year have special parent involvement events that provide parents many opportunities to visit and be present at the school.

Parents are also kept informed by attending regularly scheduled parent/teacher conferences. Parents will continue to be kept informed of their child's progress through Family Access, Parent-Teacher conferences (face to face or phone), progress reports, and report cards. Teachers also provide parents with daily notes concerning behavior or an academic notification.

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.

Our School Counselor is always accessible to all of the students. Teachers will solicit her help to counsel students who are having academic struggles, having social issues, and/or having family issues. We also have a very active mentoring program. One of our Parent Volunteers, along with our Student Services Manager, coordinates the program. Mentors are also trained before being allowed to mentor a student. Many mentors have followed their student from Kindergarten through 5th grade.

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

Although we do not have a head start or a VPK program, we do work with private providers in facilitating the transitioning of our PreKindergarten students into our school. Private providers are scheduled to bring their students for Kindergarten classroom visits. During these visits students observe current Kindergarten students interacting with each other and teachers. We also have frequent parent meetings and after the first week of school, we have a special orientation evening for just our kindergarten parents.

Our 5th grade students meet together in an assembly with administration and Guidance Department from Howard Middle School. At that time rules, procedures, and questions/answers are discussed for their 6th grade program. Articulation meetings are held for our ESE students.

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 consistently monitors student achievement data and provides intervention opportunities to students as needed. Frequent MTSS meetings are conducted to monitor targeted students' academic performance. Data results from classroom assessments, districts assessments, and teacher observations are compiled to ensure appropriate interventions are working. If data is not indicating evidence of success, new strategies will be developed.

Title I Part A: We are a non-Title I School and receive no Title I funding.

Title I - Part C: Migrant Program: In the event our school receives any migrant children, we will coordinate with the district to meet these students' needs.

Title I - Part D: Neglected and Delinquent: Our guidance department addresses all social and economic needs of our students.

Title II - Part A: District provides staff development activities to improve basic educational programs and assistance to administrators and teachers in meeting highly qualified status.

Title III - Part A: Services are provided through the District for educational 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. Dr. N. H. Jones Elementary uses its SAI dollars to fund the Dean and Guidance Counselor positions to provide both social and emotional support to our students.

Exceptional Students 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 our school health clinic.

Voluntary Pre-Kindergarten Program: State funded Pre-K programs are advertised to encourage parents to take advantage of this readiness program.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Dr. N. H. Jones participates in the Drug Awareness Resistance Education (D. A. R. E.) program annually that is sponsored by the local Ocala Police Department.

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 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-5) and subject so they will be prepared to succeed in college, careers and life.

Part V: Budget

Total:

\$0.00