

Marion County Public Schools

Emerald Shores Elementary School



2018-19 Schoolwide Improvement Plan

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Emerald Shores Elementary School

404 EMERALD RD, Ocala, FL 34472

[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	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	67%

School Grades History

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

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.

Emerald Shores Elementary will provide a safe, supportive learning environment with opportunities for EVERY STUDENT, EVERY DAY to develop the skills and knowledge necessary to become 21st century lifelong learners.

Provide the school's vision statement.

Moving beyond the basics through collaboration, communication, critical thinking, and creativity to create 21st century lifelong learners.

School Leadership Team

Membership

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

Name	Title
Houston, Stacy	Principal
Ewart, Samantha	School Counselor
Maio, Brittany	Instructional Coach
Ricks, Marcia	Dean
Manzanares, Patricia	Assistant Principal
McPhee, Monica	Assistant Principal
Ashberger, Kelly	Instructional Coach
Fortner, Peggy	Instructional Coach

Duties

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

Administrators will work together to oversee all action steps and support the other members of the School Leadership Team. Each of the Content Area Specialists are assigned to an administrator to work together on the coaching cycle. Partnership's are: Houston-Maio / Manzanares - Fortner / McPhee - Ashberger. These teams each have 1/3 of the teachers assigned, in order to provide differentiated planning and instructional support that is clearly communicated among the teams. The teams will also work together to monitor student achievement in the assigned classrooms. The Dean, Ricks, will monitor student behavior data, and the Counselor, Ewart, will monitor attendance data. All members will bring respective data to the Monday Leadership meetings where the problem solving cycle will occur. Specific students with needs in attendance, discipline, and/or academic areas will be identified, and action plans will be created to support individual student needs.

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	19	25	16	23	15	12	0	0	0	0	0	0	0	110
One or more suspensions	9	10	8	15	15	10	0	0	0	0	0	0	0	67
Course failure in ELA or Math	2	18	12	3	0	2	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	16	58	95	0	0	0	0	0	0	0	169

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	21	32	31	30	36	45	0	0	0	0	0	0	0	195

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	1	3	0	8	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	0	0	0	11	0	0	0	0	0	0	0	0	0	11

Date this data was collected

Sunday 8/26/2018

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	4	4	2	4	4	0	0	0	0	0	0	0	18
One or more suspensions	0	3	4	10	15	10	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	6	8	4	3	6	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	29	39	56	0	0	0	0	0	0	0	124

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	6	7	15	19	27	0	0	0	0	0	0	0	74

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	4	4	2	4	4	0	0	0	0	0	0	0	18
One or more suspensions	0	3	4	10	15	10	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	6	8	4	3	6	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	29	39	56	0	0	0	0	0	0	0	124

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	6	7	15	19	27	0	0	0	0	0	0	0	74

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 component that we scored the lowest in was in reading, lowest quartile, learning gains (26%). This is not a trend as the previous year this was one of our highest components (51%).

Which data component showed the greatest decline from prior year?

Reading, lowest quartile, learning gains (-25 percentage points).

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

Math Achievement: State = 62% / EMS = 36% (Difference of 26 percentage points).

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

Science Achievement showed the most improvement (+14 points, from 32% to 46%). This is not a trend. Traditionally our scores have averaged in the low to mid 30's.

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

Science coach devoted to supporting 5th grade teachers and students. Implementation of school-wide science fair. Implementation of hands on science utilizing science lab.

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	36%	46%	56%	36%	47%	52%
ELA Learning Gains	37%	44%	55%	38%	49%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	26%	37%	48%	40%	47%	46%
Math Achievement	36%	49%	62%	36%	48%	58%
Math Learning Gains	40%	46%	59%	35%	47%	58%
Math Lowest 25th Percentile	34%	35%	47%	43%	40%	46%
Science Achievement	46%	51%	55%	34%	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	19 (0)	25 (4)	16 (4)	23 (2)	15 (4)	12 (4)	110 (18)
One or more suspensions	9 (0)	10 (3)	8 (4)	15 (10)	15 (15)	10 (10)	67 (42)
Course failure in ELA or Math	2 (0)	18 (6)	12 (8)	3 (4)	0 (3)	2 (6)	37 (27)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (29)	58 (39)	95 (56)	169 (124)

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	35%	46%	-11%	57%	-22%
	2017	50%	50%	0%	58%	-8%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	33%	43%	-10%	56%	-23%
	2017	46%	52%	-6%	56%	-10%
Same Grade Comparison		-13%				
Cohort Comparison		-17%				
05	2018	35%	46%	-11%	55%	-20%
	2017	40%	47%	-7%	53%	-13%
Same Grade Comparison		-5%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	48%	-20%	62%	-34%
	2017	48%	48%	0%	62%	-14%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	33%	47%	-14%	62%	-29%
	2017	53%	55%	-2%	64%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-20%				
Cohort Comparison		-15%				
05	2018	39%	50%	-11%	61%	-22%
	2017	24%	45%	-21%	57%	-33%
Same Grade Comparison		15%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	49%	-10%	55%	-16%
	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	14	35	42	17	41		27				
ELL	39	43		39	29						
BLK	25	34	36	31	38	31	46				
HSP	35	34	40	37	35		39				
MUL	35	38		25	38						
WHT	46	40		40	46	40	60				
FRL	34	37	26	34	41	34	45				
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	28	48	43	27	33						
ELL	47			63							
BLK	42	57	36	35	44	21	16				
HSP	43	65		49	47		18				
MUL	31			38							
WHT	59	51	36	49	42	25	53				
FRL	46	60	50	42	41	15	28				

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	Through providing rigorous and relevant instruction in English Language Arts and Social Studies to increase proficiency and learning gains for all students.
Rationale	FSA scores declined in all areas of reading.
Intended Outcome	<ol style="list-style-type: none"> 1. To increase the percent of students proficient in reading to at least 45% an increase of 9 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment. 2. To increase the percent of students making a learning gain in the area of reading to at least 50% an increase of 13 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment. 3. To increase the percent of students making learning gains from our lowest quartile group in the area of reading to at least 40% an increase of 14 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment.
Point Person	Stacy Houston (stacy.houston@marion.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a Master Schedule which allows for a minimum of 180 minutes of instructional time dedicated to literacy in all grade levels daily. (90 for Tier 1 and 90 for Tier 2 & 3.) 2. Train and support teachers in the use of research-based instructional and intervention materials, including CKLA, i-Ready, Foundations, Achieve 3000. 3. Implement a Reading Committee to monitor the implementation of new programs and make changes to the instructional model as needed. 4. Schedule weekly collaborative planning with the Administrators and Content Area Specialist for Literacy to plan effective, standards-based instruction and analyze current student data. Dedicate time to planning for effective use of Standards Focus Boards and formative assessments, using a common planning template specific to school needs. 5. Establish an incentive program to reward students for additional reading at home and outside of school using daily reading logs. 6. Utilize para-professionals to support small groups during the Tier 1 reading block. Paras will receive training from Literacy Content Area Specialist every Early Release Day on: Guided reading; fluency practice; and using i-Ready toolbox lessons. 7. Explicit teaching and modeling of best practices for instructing reading during Faculty Focus Meetings. (1 Focus per month. Focuses to include: interactive read a-louds; running records - what to do with the information; fluency - cold reads, practice, and hot reads; close reading; think a-loud; connecting writing & reading; effective vocabulary instruction; etc.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. AP will check the master schedule for appropriate minutes. 2. Administrative and coach walk throughs providing feedback specific to CKLA and intervention programs during the MTSS block. (1 walk through with feedback per quarter for the Core block and for the MTSS block.) 3. Reading committee meeting notes with action plans attached. 4. Classroom walk throughs / informal and formal evaluations using the plans created in collaborative planning to evaluate teacher follow through after planning. 5. Monthly collection of Reading logs to provide incentives to students reading daily. For students not turning in their logs, leadership team and teachers to make parent phone calls and have meetings with students not reading daily.

6. CAS walk thoughts with growth feedback provided to para-professionals.
7. Use of 20 day action plans to determine reading focus for each Faculty Focus meeting.

Person Responsible Stacy Houston (stacy.houston@marion.k12.fl.us)

Activity #2	
Title	Through providing rigorous and relevant instruction in Mathematics and Science to increase student proficiency and learning gains for all students.
Rationale	Low achievement in math proficiency and a huge discrepancy between our school and the state. Continue to make increases in science achievement.
Intended Outcome	<ol style="list-style-type: none"> 1. To increase the percent of students proficient in math to at least 45% an increase of 9 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment. 2. To increase the percent of students making a learning gain in the area of math to at least 50% an increase of 10 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment. 3. To increase the percent of students making learning gains from our lowest quartile group in the area of math to at least 45% an increase of 11 percentage points, by the end of the 2018-19 school year as measured by the Florida Standards Assessment. 4. To maintain or increase science proficiency. (At least 46%)
Point Person	Stacy Houston (stacy.houston@marion.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a Master Schedule which allows for a minimum of 70 minutes of instructional time dedicated to math in all grade levels daily. 2. Train and support teachers in the use of research-based instructional and intervention materials, including Go Math; i-Ready; Hands on Standards; AIMS Math. 3. Implement a Math Committee to monitor the implementation of new programs and make changes to the instructional model as needed. 4. Schedule weekly collaborative planning with the Administrators and Content Area Specialist for Math to plan effective, standards-based instruction and analyze current student data. Dedicate time to planning for effective use of Standards Focus Boards and formative assessments, using a common planning template specific to school needs. 5. Establish an incentive program to reward students for increasing math fact fluency. (Fluency challenge.) 6. Utilize para-professionals to support small groups in grades 3-5 during the Tier 1 math block. Math paras will receive training from Math Content Area Specialist every Early Release Day on: Go Math support; Hands On Standards program; AIMS Math; and using i-Ready toolbox lessons. 7. Explicit teaching and modeling of best practices for instructing math, from the Math Content Area Specialist based on walk through, informal, and formal evaluations showing a need. 8. Explicit teaching and modeling of best practices for instructing science, from the Science Content Area Specialist for 5th grade science teachers, teaching hands-on inquiry based lessons. Science CAS will attend 8 standards based workshops creating lessons based on student data and will share lessons and do side by side coaching with the teachers. 9. Science CAS will implement hands on inquiry based lessons for the STEM lab with grades 3 - 5 science teachers.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)
Plan to Monitor Effectiveness	

Description	1. AP will check the master schedule for appropriate minutes.
	2. Administrative and Math CAS walk throughs providing feedback specific to Go math, Hands on Standards, AIMS Math, and i-Ready toolbox math lessons for 3-5 teachers. (1 walk through with feedback per quarter for math teachers.)
	3. Math committee meeting notes with action plans attached.
	4. Classroom walk throughs, informal, and formal evaluations using the plans created in collaborative planning to evaluate teacher follow through after planning.
	5. Students will participate in monthly math fact challenges in their classrooms, earning points for facts achieved. Students earning a certain amount of points by March of 2019 will participate in the Math Fact Tournament where winners in differing categories can choose different prizes.
	6. CAS walk thoughts with growth feedback provided to para-professionals.
	7. Feedback from walk throughs, informal, and formal evaluations in math.
	8. Science CAS feedback from walk throughs after coaching cycle.
	9. Administrative walk throughs of scheduled STEM lessons.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)

Activity #3	
Title	School and Classroom Culture
Rationale	Based on the completion of a survey focused on school and class culture from Educational Directions, our school scored low to average in all questions.
Intended Outcome	Emerald Shores Elementary will provide a safe, supportive learning environment for EVERY STUDENT, EVERY DAY to develop the skills and knowledge necessary to become 21st century lifelong learners.
Point Person	Stacy Houston (stacy.houston@marion.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will be required to meet all students at their classroom door providing a positive welcome and greeting. 2. Teachers will be required to make a positive phone call home for every single student in their class during the first 3 weeks of school. 3. School-wide implementation of Zones of Regulation to teach students self regulation strategies. 4. School-wide implementation of the Sanford Harmony Program, a social emotional learning curriculum. 5. Implementation of a Student Awareness Club. (Mentoring) 6. Schedule guest speaker from the R.O.A.R (Respect Others Act Responsibly) Show to support social skills development.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administration will rotate am duty stations on a weekly basis to ensure students are being greeted at the door. (1 admin at car duty, 1 admin in cafeteria, the other admin would walk the campus monitoring this step.) 2. Teachers will be provided a phone log (student name, parent name, phone number, and comments of phone discussion) and script of ideas for the phone calls and will be required to turn in their logs to the principal. 3. Walk throughs 4. Walk throughs 5. Monthly meetings to review student needs and growth. 6. Students will participate in a pre/post survey related to the goals of the assembly.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)

Activity #4	
Title	Parent and Family Engagement
Rationale	Increased parent engagement supports student success.
Intended Outcome	If we increase parent engagement by implementing four planned events specific to parent training, then student achievement will increase.
Point Person	Stacy Houston (stacy.houston@marion.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none">1. Principal's Coffee - Morning event to encourage fathers and families to attend and learn about upcoming events as well as attend their child's class for the first hour of the day.2. Strong Fathers, Strong Families Reading Night - Evening event providing fun, easy, and engaging techniques to promote reading at home.3. Strong Fathers, Strong Families Math Night - Evening event to promote simple math using playing cards and dice to practice math facts through game type techniques.4. Strong Fathers, Strong Families Science Night - Evening event using household type items to explore scientific concepts.
Person Responsible	Stacy Houston (stacy.houston@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Family surveys to determine effectiveness. Student Achievement increase in the areas targeted by the activities.
Person Responsible	Patricia Manzanares (patricia.manzanares@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.

Two Areas of Focus for Emerald Shores this year are related to school and classroom culture as well as Parent Engagement. Two actions steps related to culture are: 1. for all teachers to make a positive phone call home for every student within the first 2 weeks of school in order to establish a positive rapport with all parents; and 2. have individual student interviews with all students in order to get to know each student on an individual basis. Some of the action steps for Parent Engagement include the Strong Fathers, Strong Families events throughout the school year.

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.

Emerald Shores ensures that the social-emotional needs of all students are being met in a multitude of ways. With a skilled staff that includes: a school psychologist, staffing specialist, a mental health trained guidance counselor, a dean, a behavior technician, and social worker; students are addressed and paid attention to by implementing a number of individual services. Those services include: Individual Education Plans, individual and group counseling, 504 accommodations, parent/teacher conferences, behavior plans, and rewards. Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. In addition to services, students are able to earn rewards on a daily basis. In order to help keep students motivated to learn and stay on track with their academic and behavioral goals, students are rewarded for their progress with incentives such as panther cash.

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 wide program designed to assist students in transitioning into local elementary schools. Nine to ten students per day attend school during the first two days, giving Kindergarten teachers the opportunity to administer assessments, to develop one-on-one relationships with students, and to reduce anxiety associated with starting school. The Wonders placement test, DAP Assessments, and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals, utilizing Reading Mastery and Early Interventions in Reading. Title 1 funds are used to deliver parent workshops which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). This year Emerald Shores is offering a Pre-K/VPK School Year program for up to 80 students within this elementary feeder pattern to ensure students have a successful transition to Kindergarten.

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.

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time. Available resources are maintained in school based accounting system and managed by school secretary (Kathy Cook) and Principal--Stacy Houston. Weekly "INTEL" Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. These INTEL meetings allow for grade level collaboration to maximize teacher success!

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

b. College and Career Readiness

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.

Part V: Budget

Total:

\$560,116.47