

Marion County Public Schools

Maplewood Elementary School



2018-19 Schoolwide Improvement Plan

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Maplewood Elementary School

4751 SE 24TH 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 PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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.

Maplewood is a school where all children can learn and develop to their fullest potential. Each student's success is based upon the school, home, and community working side by side to ensure that each child will become a life-long learner and develop a sense of self worth.

Provide the school's vision statement.

Side by Side For Success.

School Leadership Team

Membership

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

Name	Title
DiSanza, Christine	Principal
Eatmon, Susan	Assistant Principal
Lowe, Cindy	Assistant Principal
Hodges, Phyllis	Instructional Coach
Hipke, Beth	Instructional Coach
Gravel, Rebecca	School Counselor
Hilton, Kelly	School Counselor

Duties

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

The Principal is the instructional leader of the school. She will make decisions using input from her team regarding best practices in the classroom and resources needed to support school goals. She will also be visible within classrooms throughout the school to ensure the curriculum is being taught with fidelity and resources are being used appropriately to support all learners.

The Assistant Principals will share thoughts and observations with the team regarding resources that will support state standards and current best practices. The Assistant Principals will also be responsible for monitoring student progress and developing appropriate interventions for struggling students based on research. They will maintain an open line of communication with teachers to address professional development needs and share those with the Principal to ensure that training is available for those needing additional support.

The instructional coaches will be in classrooms supporting teachers and students through modeling of lessons, working in small groups for remediation, evaluating student data and developing interventions and meeting with grade levels to plan for standards based instruction.

The Guidance Counselors are responsible for supporting students and teachers in and out of the classroom. The counselors will serve as a bridge between home and school to encourage parent

communication and involvement in the child's learning. The counselors will also hold Tier Talks where they will meet with each teacher and talk about students on an individual level to determine the academic and emotional needs of our students on campus.

As a leadership team, all parties will do their part and attend regularly scheduled weekly leadership meetings to ensure that information is shared so that decisions can be made based on relevant data from a multiple of people and departments.

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	7	8	4	14	7	6	0	0	0	0	0	0	0	46
One or more suspensions	4	14	10	15	16	18	0	0	0	0	0	0	0	77
Course failure in ELA or Math	0	3	6	6	5	10	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	69	55	61	0	0	0	0	0	0	0	185

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	17	10	19	29	27	0	0	0	0	0	0	0	103

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	8	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/8/2018

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	19	16	16	10	14	12	0	0	0	0	0	0	0	87
One or more suspensions	7	8	9	10	6	9	0	0	0	0	0	0	0	49
Course failure in ELA or Math	11	14	29	14	5	14	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	5	12	14	21	21	0	0	0	0	0	0	0	80

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	19	16	16	10	14	12	0	0	0	0	0	0	0	87
One or more suspensions	7	8	9	10	6	9	0	0	0	0	0	0	0	49
Course failure in ELA or Math	11	14	29	14	5	14	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	5	12	14	21	21	0	0	0	0	0	0	0	80

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?

Our lowest component when factoring school grades was math learning gains in the bottom quartile. However, when the data is broken down by proficiencies in each grade level students scored lower in ELA than math school-wide. This was a trend in each grade level.

Which data component showed the greatest decline from prior year?

The greatest decline was in our learning gains in all students in both ELA and math.

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

The biggest gap when compared to the state average was our bottom quartile of students who made learning gains in ELA.

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

The only improvement from the previous school year was in our 4th grade math proficiency.

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

Focus on standards based 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	46%	46%	56%	52%	47%	52%
ELA Learning Gains	47%	44%	55%	58%	49%	52%
ELA Lowest 25th Percentile	37%	37%	48%	45%	47%	46%
Math Achievement	54%	49%	62%	57%	48%	58%
Math Learning Gains	51%	46%	59%	63%	47%	58%
Math Lowest 25th Percentile	36%	35%	47%	36%	40%	46%
Science Achievement	47%	51%	55%	67%	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	7 (19)	8 (16)	4 (16)	14 (10)	7 (14)	6 (12)	46 (87)
One or more suspensions	4 (7)	14 (8)	10 (9)	15 (10)	16 (6)	18 (9)	77 (49)
Course failure in ELA or Math	0 (11)	3 (14)	6 (29)	6 (14)	5 (5)	10 (14)	30 (87)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	69 (24)	55 (0)	61 (0)	185 (24)

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	43%	46%	-3%	57%	-14%
	2017	52%	50%	2%	58%	-6%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	47%	43%	4%	56%	-9%
	2017	57%	52%	5%	56%	1%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				
05	2018	49%	46%	3%	55%	-6%
	2017	64%	47%	17%	53%	11%
Same Grade Comparison		-15%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	48%	4%	62%	-10%
	2017	56%	48%	8%	62%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	65%	47%	18%	62%	3%
	2017	60%	55%	5%	64%	-4%
Same Grade Comparison		5%				
Cohort Comparison		9%				
05	2018	51%	50%	1%	61%	-10%
	2017	63%	45%	18%	57%	6%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	49%	1%	55%	-5%
	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	22	25	24	34	31	17				
ELL	25			42							
BLK	27	36	29	35	45	40	20				
HSP	43	45		37	28		48				
MUL	52	46		62	62						
WHT	51	50	50	63	57	32	55				
FRL	37	42	33	45	47	42	36				
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	20	58	50	25	59	50	19				
ELL	55	69		60	62						
BLK	36	62	46	41	60	53	41				
HSP	50	56		51	64		41				
MUL	73			79							
WHT	66	72	55	69	75	67	55				
FRL	43	65	55	51	67	58	40				

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 Standards Based Instruction

Rationale If we focus on differentiated standards based instruction, then proficiency rates will improve school wide.

Intended Outcome If Maplewood focuses on differentiated standards based instruction, then ELA and math proficiencies will increase by 10% (from 46%-56% in ELA and from 54%-64% in math) and learning gains will increase by 10% (from 47%-57% in ELA and from 51%-61% in math).

Point Person Christine DiSanza (christine.disanza@marion.k12.fl.us)

Action Step

Description Ongoing professional development on aligning instruction to state standards
 Continuous feedback regarding the reading block and standards based instruction
 Professional Development surveys to determine if teachers found value in trainings
 Analyze quarterly reading assessments to determine instructional outcomes

Person Responsible Christine DiSanza (christine.disanza@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Weekly classroom observations with feedback from administration
 Monthly data chats with teachers, academic coaches, and administration
 Review of student data as captured through district assessments when administered according to the district calendar
 Bi-Weekly fidelity checks of interventions campus-wide through observations by administration and CASs

Person Responsible Christine DiSanza (christine.disanza@marion.k12.fl.us)

Activity #2	
Title	Parent Engagement
Rationale	If we increase parent engagement, then student achievement will improve in all academic areas.
Intended Outcome	If we increase parent engagement, then ELA and Math proficiencies will increase by 10% (from 46%-56% in ELA and from 54%-64% in math) and learning gains will increase by 10% (from 47%-57% in ELA and from 51%-61% in math).
Point Person	[no one identified]
Action Step	
Description	Flexible Meetings Ongoing weekly communication via newsletters, SKYLERT messages Parent Engagement nights focused on academic standards (1 per semester) Provide monthly resources for parents to use with students at home
Person Responsible	Christine DiSanza (christine.disanza@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Schedule meetings at different times and use parent feedback from surveys about events Student Achievement will also increase and will be evident in assessments data.
Person Responsible	Christine DiSanza (christine.disanza@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.

Maplewood Elementary staff and school personnel will work together to increase our parent involvement and build relationships with families through the use of the parent portal, parent nights, timely responses to all parent requests (i.e. meeting, calls, emails), and SKYLERT messages.

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.

Maplewood has two school counselors equipped to provide social-emotional groups, individual sessions, and/or other related services. The school counseling department has referral resources to also assist in meeting student social-emotional needs based on the individual needs of each child. School staff inclusive of the administration, Dean, volunteers and the like can and have provided mentoring services for students in need. Maplewood also participates in a grant funded program titled Project About School

Safety Interconnected Systems Framework. This program allows for a mental health clinician to support the students by providing individual, group and full-class interventions. The clinician is available several days a week and works with students identified and recommended by classroom teachers.

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. Six students per day (per classroom) attend the first 3 days of school giving staff the opportunity to administer assessments, develop a one-on-one relationship with students, as well as reducing any anxiety students may experience. I-ready and FLKRS are measurement tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschools 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. When students enter Kindergarten they are assessed on seven developmental areas during FLKRS testing. The Kindergarten teachers are responsible for implementing the instructional strategies relevant to the individual needs of our Kindergarten students.

For outgoing 5th grade students, ahead of closing the school year, a field trip is scheduled at the two different middle schools based on the students school attendance zone. The school develops a list based on student residence for which school the student will visit. During the visit students tour the campus, meet school administrative and guidance staff. This process helps to prepare students for transitioning to the middle school level and helps to reduce student anxiety.

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 Synergy Team, comprised of school based Administration, Student Service Manager, CASs, district level staff; school psychologist, Behavior Specialist and social worker, will meet on a monthly basis to discuss the needs of the school. This team also functions as the MTSS core team and reviews varying data inclusive of universal screener (I-Ready, EWS, ODRs, Attendance...); will monitor the effectiveness of intervention programs by evaluating the data collection of school-wide universal screeners, as well as student group data.

Title I

Part A- Title I funds are provided to support after-school tutoring. Funds from federal, state and local programs such as: IDEA-funding paraprofessionals; Title I- funding staff development, personnel, and materials; Title VI- Red Ribbon; and Voluntary Pre-K program through the Early Learning Coalition are integrated to meet all student needs.

Part C- Migrant- District funds are used to purchase:

~ School supplies

~ Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Title II

Part A- District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting state certified status. District receives supplemental funds for improving basic education through the purchase of equipment to supplemental education programs. Technology in the classroom that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling and early childhood students.

Title III

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- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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.

Part V: Budget

Total:

\$233,246.00