

Marion County Public Schools

Sparr Elementary School



2018-19 Schoolwide Improvement Plan

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Sparr Elementary School

2525 E HWY 329, Anthony, FL 32617

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	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	43%

School Grades History

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Street, Gay	Principal
Jackson, Sandra	School Counselor
Keene, Rachel	Instructional Coach
McAdams, Kristian	Instructional Coach
Pollard, Jennifer	Assistant Principal
Martin, Rachael	Dean
Hartley, David	Instructional Media
Douglas, Victoria	Attendance/Social Work

Duties

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

Each member is responsible for actively participating in problem solving discussions in order to serve our students.

Jackson - Attendance, social skills, character building

Keene - student data, mentoring, instructional strategies

McAdams - student data, MTSS, mentoring, instructional strategies

Pollard - student data, MTSS, grades

Martin - discipline data, mentoring, behavioral interventions

Hartley - representing instructional, mentoring, supporting implementation of CKLA

Douglas - home/school connection, social groups

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	5	8	7	11	10	17	0	0	0	0	0	0	0	58
One or more suspensions	2	6	6	7	8	24	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	2	3	2	2	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	20	58	0	0	0	0	0	0	0	78

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	8	17	16	21	18	37	0	0	0	0	0	0	0	117

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	6	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	3	4	1	31	0	0	0	0	0	0	0	0	0	39

Date this data was collected

Monday 8/13/2018

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	8	10	10	7	7	8	0	0	0	0	0	0	0	50
One or more suspensions	5	3	1	4	4	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	2	5	12	3	9	9	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	18	0	0	0	0	0	0	0	0	0	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	10	9	11	10	15	0	0	0	0	0	0	0	64

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	8	10	10	7	7	8	0	0	0	0	0	0	0	50
One or more suspensions	5	3	1	4	4	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	2	5	12	3	9	9	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	18	0	0	0	0	0	0	0	0	0	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	10	9	11	10	15	0	0	0	0	0	0	0	64

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 lowest data was 4th ELA proficiency with 37% decrease of 19% from the year before (4th to 4th grade) and Learning gains in ELA 39% (-20% from the year before) with bottom quartile dropping 25% from 60% to 35%.

Which data component showed the greatest decline from prior year?

The largest decline from the 16-17 school year to the 17-18 school year came from the Bottom 25% learning gains in ELA. Overall there was a 31% decrease between the two years. In the 16-17 school year, 61% of the students had made learning gains in the Bottom 25%. For the 17-18 school year, only 30% of the students in the Bottom 25% made learning gains.

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

Math Learning gains in the Bottom 25% had the largest gap when compared to the state average. Sparr Elementary had 35% of the Bottom 25% make learning gains, while the state had 47% of students in the Bottom 25% make learning gains for the 17-18 school year. This is a total of a 22% difference between the state and ABC Elementary for the Bottom 25% of students making learning gains in math.

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

5th grade math showed the most improvement from the year before increasing 30% points. Science increased from 45% to 55% which a 10% increase from the year before.

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

Restructure master schedule to assign more resources in Math. Last year is the first year SRE had a science coach to assist with delivering instruction to the depths of the standards.

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	47%	46%	56%	38%	47%	52%
ELA Learning Gains	39%	44%	55%	44%	49%	52%
ELA Lowest 25th Percentile	35%	37%	48%	48%	47%	46%
Math Achievement	44%	49%	62%	27%	48%	58%
Math Learning Gains	40%	46%	59%	26%	47%	58%
Math Lowest 25th Percentile	35%	35%	47%	35%	40%	46%
Science Achievement	55%	51%	55%	44%	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	5 (8)	8 (10)	7 (10)	11 (7)	10 (7)	17 (8)	58 (50)
One or more suspensions	2 (5)	6 (3)	6 (1)	7 (4)	8 (4)	24 (3)	53 (20)
Course failure in ELA or Math	0 (2)	2 (5)	3 (12)	2 (3)	2 (9)	0 (9)	9 (40)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (18)	20 (0)	58 (0)	78 (18)

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	56%	46%	10%	57%	-1%
	2017	44%	50%	-6%	58%	-14%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	37%	43%	-6%	56%	-19%
	2017	53%	52%	1%	56%	-3%
Same Grade Comparison		-16%				
Cohort Comparison		-7%				
05	2018	49%	46%	3%	55%	-6%
	2017	30%	47%	-17%	53%	-23%
Same Grade Comparison		19%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	48%	-8%	62%	-22%
	2017	53%	48%	5%	62%	-9%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	43%	47%	-4%	62%	-19%
	2017	58%	55%	3%	64%	-6%
Same Grade Comparison		-15%				
Cohort Comparison		-10%				
05	2018	53%	50%	3%	61%	-8%
	2017	23%	45%	-22%	57%	-34%
Same Grade Comparison		30%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	49%	11%	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	13	27		9	33						
ELL	50			50							
BLK	24	16		24	8						
HSP	58	46		63	62						
WHT	56	48	54	48	48	40	57				
FRL	43	38	39	41	35	35	51				
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	27	33		35	33						
BLK	34	73	73	44	57		40				
HSP	44	58		39	77						
MUL	60			50							
WHT	45	51	36	42	41	31	46				
FRL	41	61	59	40	47	38	41				

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 Standard based instruction

Rationale Our data indicated that our learning gains and bottom quartile learning gains in ELA and Math significantly dropped from the 2016-17 school year by 20 % points in ELA learning gains and 25% in ELA bottom quartile and 9% in Math learning gains and 5% in Math bottom quartile learning gains as measured by the FSA.

Intended Outcome If Sparr Elementary teachers consistently deliver Florida Standards aligned instruction in reading and math, then students will increase proficiency, learning gains, and bottom quartile learning gains

Baseline data ELA learning gains 39% Target 54%; Bottom quartile learning gains 35% Target 50%. Math learning gains 40% Target 55%; bottom quartile 35% Target 50%.

Point Person Kristian Mcadams (kristian.mcadams@marion.k12.fl.us)

Action Step

Description Professional Development - Mrs. McAdams will provide professional development to teachers to ensure effective TIER I instruction and dig deep into the depth of the standards meeting students on their instructional level.

Person Responsible Jennifer Pollard (jennifer.pollard@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description We will monitor the effectiveness through students data, student artifacts, and classroom observations. We will progress monitor every week in data meetings, classroom observations, and examining student artifacts in weekly collaborative planning.

Person Responsible Gay Street (gay.street@marion.k12.fl.us)

Activity #2

Title	Family Engagement - Social Emotional Learning
Rationale	Due to the increase of scholarship students and the number of referrals/ behavioral incidents 17 18 (306), the need for increased social emotion learning support at school and home is evident.
Intended Outcome	If we provide social emotion learning, behavioral support, then the number of discipline referrals will decrease from 17-18 (Baseline: 306) to 18-19 (Target: 246).
Point Person	Gay Street (gay.street@marion.k12.fl.us)

Action Step

Description	Sparr Elementary will implement Sanford Harmony SEL program school wide this year for students, parents, teachers, paraprofessional and other non-instructional staff members. A school based team will be trained in September.
Person Responsible	Jennifer Pollard (jennifer.pollard@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	After every parent engagement activity, parents fill out surveys to determine the effectiveness of the professional development. In addition, each month we are monitoring the number of discipline referrals and where they are happening from the same time last year.
Person Responsible	Jennifer Pollard (jennifer.pollard@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.

Our mission at Sparr Elementary is to foster relationships with all stakeholders to remove barriers to student success. We will encourage all stakeholders to be active participants in parent workshops, school wide events, School Advisory Council, and volunteer at school.

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.

The PBS 10 critical elements are at the core of our quest to ensure the social-emotional needs of all of our students. Counseling services are available through the Sparr Elementary Guidance Department. In addition, Sparr has a district assigned Behavior Specialist, School Psychologist, and Social Worker to assist in meeting the needs of the student population. The Social Worker also assists families seeking

services available in the community. In addition, students who struggle with behavioral issues are placed on a behavior intervention check in and check out system through our guidance department in conjunction with the teacher and parent. The school Synergy Team, which includes the Principal, Assistant Principal, Content Area Specialist, Guidance Counselor, Behavior Specialist, School Psychologist, and Social Worker, meet once a month to problem solve. The team discusses academic, behavioral, and social-emotional needs of targeted students. Students identified with specific needs are put on intervention plans and progress monitored on a regular basis.

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

Florida's Voluntary Pre-K, Headstart and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early academic skills. A Title I Four-Year-Old preschool program is currently in place during the regular term and summer months (VPK) to facilitate successful transition to Kindergarten. The TERA-e (Test of Early Reading Abilities) is administered to identify school readiness levels.

Stagger start is a district initiative to assist Kindergarten students in transitioning into elementary school. During this time one half of the Kindergarten population attends school each day, for the first two days. This allows school staff to administer assessments, observe students, and eliminate anxiety. When students enter Kindergarten they are assessed on seven developmental areas using FLKRS. Our 5th grade teachers will work with the middle school teachers to vertical align standards to ensure student 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 based Leadership team identifies areas of improvement and sets annual goals based upon student achievement data.. An action plan is then created by asking for input from all members. The Synergy team meets monthly to set goals for groups of students receiving similiar Tier 2 and Tier 3 interventions and monitors progress.

Title I Part A - funds used for instructional services & materials, parent involvement, staff development, and technology.

Title I – Part C – Migrant Program:

Families must meet the federal eligibility to participate in the program.

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

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

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

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to ESE Programs.

Voluntary PREK State funded PREK offered at select school sites during the school year and summer.

Title I non-consumable inventory is maintained through Destiny, barcoded and tracked throughout the year.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life. We are implementing Soft Skills this year to ensure students are ready for the workforce in Marion County and beyond.

Part V: Budget

Total:

\$151,025.00