Dunnellon Elementary School

2019-20 Schoolwide Improvement Plan

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Dunnellon Elementary School

10235 SW 180TH AVENUE RD, Dunnellon, FL 34432

[no web address on file]

Demographics

Principal: Karen English

Start Date for this Principal: 7/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (41%) 2016-17: B (55%) 2015-16: C (52%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Dunnellon Elementary School community is committed to providing a safe, stimulating, and challenging learning environment that meets the needs of all students.

Provide the school's vision statement.

Dunnellon Elementary School strives to create an environment where all children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum potential.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
English, Karen	Principal	Principal will develop a continuum of intervention supports for both behavior and academic, which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans and provide prevention supports, which act to prevent students from becoming disengaged or developing skills deficits. They will analyze data to make changes that will increase student achievement.
Savage, Allison	School Counselor	School Counselor is in charge of implementing the Social Emotional Learning program at the school and supporting the MTSS process for behavior and academics school wide. Cmmunicates with parents about attendance and runs meetings to discuss absences and tardies with the support of the school social worker and assistant principal.
Forst, Bethany	Instructional Coach	Literacy CAS is the lead for Professional Development with the Teaching-Learning cycle and Guided Reading as well as assisting with other curriculum based professional development throughout the school year. Is also involved in the SAC committee and assisting with planning Parent and Family Engagement Activities.
Koviack, Karen	Dean	Dean is in charge of discipline and assisting with the implementation of the Social Emotional Learning program at the school. Also assisting with the Parent and Family Engagement Plan and its implementation. Part of the discipline role is working with teachers and students to assist them in decreasing behavior problems in the classroom to decrease the loss of instructional time due to misbehaviors.
Thomas, Victoria	Assistant Principal	Work with principal and content area specialists to develop a continuum of intervention supports for both behavior and academic, which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans and provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits. They will analyze data to make changes that will increase student achievement.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	85	79	107	89	85	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	7	6	11	11	13	0	0	0	0	0	0	0	48
One or more suspensions	3	2	4	8	3	8	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	6	8	18	9	18	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	25	14	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	11	8	25	13	22	0	0	0	0	0	0	0	81

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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

39

Date this data was collected or last updated

Sunday 7/28/2019

Prior Year - 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	2	10	16	12	10	8	0	0	0	0	0	0	0	58
One or more suspensions	0	1	8	10	4	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	3	12	21	5	13	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	18	21	32	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	15	30	12	27	0	0	0	0	0	0	0	89

Prior Year - 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	2	10	16	12	10	8	0	0	0	0	0	0	0	58
One or more suspensions	0	1	8	10	4	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	3	12	21	5	13	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	18	21	32	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	15	30	12	27	0	0	0	0	0	0	0	89

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	47%	57%	53%	52%	55%
ELA Learning Gains	54%	56%	58%	61%	57%	57%
ELA Lowest 25th Percentile	62%	52%	53%	61%	53%	52%
Math Achievement	59%	51%	63%	50%	52%	61%
Math Learning Gains	60%	58%	62%	58%	54%	61%
Math Lowest 25th Percentile	50%	49%	51%	43%	43%	51%
Science Achievement	43%	47%	53%	57%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	56 (0)	85 (0)	79 (0)	107 (0)	89 (0)	85 (0)	501 (0)
Attendance below 90 percent	0 (2)	7 (10)	6 (16)	11 (12)	11 (10)	13 (8)	48 (58)
One or more suspensions	3 (0)	2 (1)	4 (8)	8 (10)	3 (4)	8 (9)	28 (32)
Course failure in ELA or Math	0 (0)	6 (3)	8 (12)	18 (21)	9 (5)	18 (13)	59 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (18)	25 (21)	14 (32)	39 (71)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	44%	8%	58%	-6%
	2018	45%	46%	-1%	57%	-12%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	53%	49%	4%	58%	-5%
	2018	43%	43%	0%	56%	-13%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		10%				
Cohort Comparison		8%				
05	2019	43%	45%	-2%	56%	-13%
	2018	51%	46%	5%	55%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	70%	49%	21%	62%	8%
	2018	46%	48%	-2%	62%	-16%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	49%	54%	-5%	64%	-15%
	2018	48%	47%	1%	62%	-14%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2019	44%	45%	-1%	60%	-16%
	2018	57%	50%	7%	61%	-4%
Same Grade Comparison		-13%				
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	41%	44%	-3%	53%	-12%
	2018	49%	49%	0%	55%	-6%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18**	**C & C Accel 2017-18**
SWD	21	32	55	32	54	50					
ELL	11	38		54	70		8				
BLK	8			27							
HSP	30	42	64	51	55	40	28				
MUL	54			46							
WHT	61	60	67	65	65	57	51				
FRL	43	52	67	54	55	52	31				

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	21	30	27	19	33	33	23				
ELL	23	40	31	40	42	18					
BLK	24	29	20	6	7						
HSP	36	40	41	41	47	40	38				
WHT	55	40	21	61	43	19	58				
FRL	41	40	29	44	35	18	47				

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	57	92	17	52	54					
ELL	18	55		39	50						
BLK	26	39		18	29		50				
HSP	32	61	71	42	59	43	44				
MUL	40										
WHT	64	65	60	58	64	39	64				
FRL	43	55	68	44	58	45	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was in the area of Science, indicating 41% of students as proficient. One contributing factor we have considered is a new Science curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was in the area of Science, indicating an 8% decline in proficiency. One contributing factor we have considered is a new Science curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was in the area of Science, indicating a 10% difference in proficiency. One contributing factor we have considered is a new Science curriculum adopted by the district. This curriculum was primarily technology based and teachers found it difficult to implement due to limited access to student technology. There is also not a strong emphasis on Science in the lower grades. Additionally, teachers are not familiar with the vertical alignment of Science standards. Data also indicates a strong correlation between ELA proficiency with that of Science proficiency in Grade 5.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was in the area of ELA Lowest 25% Making Learning Gains with a 32% increase over the prior year. One action our school took was that of providing students with targeted academic interventions based on need.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students who failed ELA or Math for the year, the number of students performing at a Level 1 on FSA, and the number of students who have and attendance rate below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science
2. ELA
3. Text based Writing
4. Subgroups with a Federal Index below 42%
5. Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Effective Instructional Practices
Rationale	If we implement the use of the Gradual Release Model and ongoing formative assessments in all classrooms, then proficiency rates and learning gains will increase in tested subjects.

State the measurable outcome the school plans to achieve	If we implement the use of the Gradual Release Model and ongoing formative assessments in all classrooms, then we will increase learning gains in ELA and Math by 5% in grades three through five and the percentage of students who meet or exceed grade level proficiency in tested subjects will increase by at least 5% on the state assessment. ELA Proficiency 3rd Grade 52% to 57%, 4th Grade 53% to 58%, and 5th Grade 43% to 48%. Math 3rd Grade maintain 70% proficiency, 4th Grade 49% to 54%, and 5th Grade 44% to 49%. Science 41% to 46%.
Person responsible for monitoring outcome	Karen English (karen.english@marion.k12.fl.us)
Evidence-based Strategy	Provide training in Gradual Release Model, standards based lesson design, and best practices. Provide training for STEMScopes, Flocabulary, Social Studies Weekly, and Top Score Writing. Demonstration classrooms will be utilized in grades 1-5 that will be supported by the content area specialist and will focus on strategic use of the 90 minute reading block.
Rationale for Evidence-based Strategy	Data was reviewed and areas of need were identified. Teachers also provided feedback regarding barriers, action steps, and materials that were needed to support the achievement of goals.

Action Step	
Description	1. Provide training in Gradual Release Model, standards based lesson design, STEMScopes, Flocabulary, Social Studies Weekly, and Top Score Writing. 2. Implement demonstration classroom in grades 1-5 during the ELA block. 3. Teachers will participate in the teaching-learning cycle. 4. Early Release STEAM rotations school wide. 5.
Person Responsible	Victoria Thomas (victoria.thomas@marion.k12.fl.us)

#2	
Title	Student Learning Fragmentation
Rationale	By providing additional academic and behavioral supports to the underperforming subgroups, we will see an increase in the proficiency rates of these students.

State the measurable outcome the school plans to achieve	If we provide additional academic and behavioral supports to the under performing sub-groups then we will increase their proficiency rate by at least 5% for the 2019-2020 school year. (Black 18% to 23%, SWD 35% to 40%, and ELL 37% to 42%)
Person responsible for monitoring outcome	Victoria Thomas (victoria.thomas@marion.k12.fl.us)
Evidence-based Strategy	Students who are in our underperforming sub-groups will be placed in MTSS groups based on their academic needs. Students who needed support for behavioral concerns will be given additional support from our school behavior tech, school counsel, and dean.
Rationale for Evidence-based Strategy	We reviewed the Federal Index to identify our underperforming sub groups which indicated that we have three sub-groups that have less than 42% of that population performing at the proficient level.
Action Step	
Description	1. Place students in underperforming subgroups in the appropriate intervention. 2. Provide Tiger to Cub mentors for the students who are underperforming. 3. Provide training and on-going support to teachers and staff in implenting Sanford Harmony Curriculum(SEL) to help make all students feel connected/included in the classroom. 4. 5.
Person Responsible	Victoria Thomas (victoria.thomas@marion.k12.fl.us)

#3	
Title	Process - Family Engagement
Rationale	If we provide opportunities for parents and families to learn about social emotional learning and strategies and skills that can be reinforced at home then the over all discipline referrals will decrease.
State the measurable outcome the school plans to achieve	If we provide opportunities for families to learn about social emotional learning (SEL) and academic core strategies and skills to use at home, then the home will become a more supportive learning environment and the amount of student discipline will decrease by at least 5% (22% to 17%).
Person responsible for monitoring outcome	Karen Koviack (karen.koviack@marion.k12.fl.us)
Evidence-based Strategy	Sanford Harmony will be implemented in the classroom and then shared with parents and families. Parent and Family Engagement events will focus on teaching parents strategies to use at home to help students learn skills in the classroom.
Rationale for Evidence-based Strategy	We looked at our BESS screener results, our school mental health index, data on school discipline, and course failures, and our attendance data for parent engagement events. We want to provide parents and families with the tools they need to support their children in school.
Action Step	
Description	1. Provide each teacher with a Sanford Harmony Kit. 2. Model strategies for teachers to use in the classroom. 3. Staff members present SEL strategies to parents and families during PFEP 4. Staff members provide hands on activities to parents that will support the learning that is taking place in the classroom. 5.
Person Responsible	Allison Savage (allision.savage@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

For the 2019-2020 school year, Dunnellon Elementary will use a binder system to support communication between home and school. The binder system will help the students be better organized at school and also allow the parents to see what their child is learning in school. Teachers and parents will also be able to communicate through the binder system. Dunnellon Elementary is also going to host science and academic nights at the
school to teach the parents strategies that they can use at home with their students. Parents in a grade level are also going to be invited to the school to sit in a class and learn what their child is learning in the classroom. The goal for Dunnellon Elementary is to have at least 50% of parents involved in at least one of the parent activities at the school including parent and family engagement events and the SAC committee.

If we provide capacity building strategies to parents and families that address and promote positive home environments then the at home environment will foster continued learning linked to core subjects and social emotional learning (SEL) strategies as measured by local assessment and data.

Our site-based PFEP will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting, Student Led Conferences/Parent Conference Night, Bring Your Dad to School, Math in the Morning with Moms, STEAM Night, Publix Academic Night, and Academic Carnival.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.
Crisis Response Resources
Information and resources to assist parents and educators help students through a time of crisis:
Talking to Children About Violence: Tips for Parents and Teachers
Bullies and Victims: A Primer for Parents
When Grief/Loss Hits Close to Home: Tips for Caregivers
Care for the Caregiver: Tips for Families and Educators
What You CAN Do - Meaningful Action Matters in the Face of Violence
Helping Children Cope With Traumatic Events
Trauma Informed Care Resources
Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide
Prevensión del Suicidio Juvenil: Consejos para Padres y Educadores?

Students who exhibit violent behavior are referred to Student Services for a Violence Risk referral. Students who receive a Violence Risk Referral are encouraged to go The Centers mental health facility.

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

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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.

MCPS School Progression Plan
Elementary School Instruction
a. Providing differentiated instruction for students at all levels is a best practice to meet students' needs in mastering the Florida Standards (FS)/Next Generation Sunshine State Standards (NGSSS). Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (i.e., within the general education classroom, during specials, lunch, or other portion of the school week).
b. Ability groups are organized according to accelerated needs such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement. Grouping (whole class, within the grade level, and/or across grade levels) arrangements may include, but are not limited to:
(1) Flexible grouping strategies to meet needs of individual students
(2) Intervention-based grouping determined by screening, diagnostic, progress monitoring, or other assessments
(3) Cooperative grouping
(4) Small groups of mixed ability, and like ability
(5) Ability grouping for portions of school day
(6) Multi-age classes
(7) Departmentalization
(8) Team teaching within or across grade levels or looping (teacher instructing class for multiple years)
(9) Other accelerated options as described in § 1002.3105, Fla. Stat. (2018)
(10) Other grouping based on qualification for Exceptional Student Education (ESE) or English Language Learners (ELL) (e.g. inclusion model/support facilitation)

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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

Our business partner, Foresight Construction and Engineer Company will support our school effort to develop a working STEM Lab that will be used by all grade levels.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM curriculum, off and on campus field trips, and business and community volunteers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Effective Instructional Practices**	**$0.00**
2	III.A.	**Areas of Focus: Student Learning Fragmentation**	**$0.00**
3	III.A.	**Areas of Focus: Process - Family Engagement**	**$0.00**
		Total:	**$0.00**