Sparr Elementary School

2019-20 Schoolwide Improvement Plan

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Sparr Elementary School

2525 E HWY 329, Anthony, FL 32617

[no web address on file]

Demographics

Principal: Renee Johnson

Start Date for this Principal: 8/1/2019

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: C (53%) 2017-18: C (42%) 2016-17: C (48%) 2015-16: D (37%) 2014-15: D (39%)
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	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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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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.

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	Job Duties and Responsibilities
Street, Gay	Principal	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. Jackson - Attendance, social/emotional skills, character building Keene - student data, mentoring, instructional strategies McAdams - student data, MTSS, mentoring, instructional strategies Lowe - curriculum, student data, MTSS, grading Hinson - discipline data, mentoring, behavioral interventions Hartley - representing instructional staff, mentoring, supporting CKLA, Community Reads Douglas - home/school connection, social groups, attendance, early warning signs
Jackson, Sandra	School Counselor	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. Jackson - Attendance, social/emotional skills, character building
Keene, Rachel	Instructional Coach	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. Keene - student data, mentoring, instructional strategies
Hartley, David	Instructional Media	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. Hartley - representing instructional staff, mentoring, supporting CKLA, Community Reads
McAdams, Kristen	Instructional Coach	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. McAdams - student data, MTSS, mentoring, instructional strategies
Lowe, Cindy	Assistant Principal	Each member is responsible for actively participating to problem solving discussions in order to serve our students and assist with the academic/social/emotional success of our students. Lowe - curriculum, student data, MTSS, grading

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	47	59	64	66	65	77	0	0	0	0	0	0	0	378
Attendance below 90 percent	14	10	9	17	12	22	0	0	0	0	0	0	0	84
One or more suspensions	8	19	14	18	19	24	0	0	0	0	0	0	0	102
Course failure in ELA or Math	8	14	18	23	20	1	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	34	26	33	0	0	0	0	0	0	0	93

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	15	28	25	27	27	39	0	0	0	0	0	0	0	161

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	0	0	16	0	0	0	0	0	0	0	0	0	17
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)
31

Date this data was collected or last updated
Thursday 8/1/2019

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

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

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	36%	47%	57%	43%	52%	55%
ELA Learning Gains	54%	56%	58%	58%	57%	57%
ELA Lowest 25th Percentile	66%	52%	53%	57%	53%	52%
Math Achievement	43%	51%	63%	43%	52%	61%
Math Learning Gains	64%	58%	62%	50%	54%	61%
Math Lowest 25th Percentile	59%	49%	51%	42%	43%	51%
Science Achievement	47%	47%	53%	46%	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	47 (0)	59 (0)	64 (0)	66 (0)	65 (0)	77 (0)	378 (0)
Attendance below 90 percent	14 (5)	10 (8)	9 (7)	17 (11)	12 (10)	22 (17)	84 (58)
One or more suspensions	8 (2)	19 (6)	14 (6)	18 (7)	19 (8)	24 (24)	102 (53)
Course failure in ELA or Math	8 (0)	14 (2)	18 (3)	23 (2)	20 (2)	1 (0)	84 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	34 (0)	26 (20)	33 (58)	93 (78)

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	26%	44%	-18%	58%	-32%	
	2018	56%	46%	10%	57%	-1%	
Same Grade Comparison		-30%					
Cohort Comparison							
04	2019	44%	49%	-5%	58%	-14%	
	2018	37%	43%	-6%	56%	-19%	
Same Grade Comparison		7%					
Cohort Comparison		-12%					
05	2019	33%	45%	-12%	56%	-23%	
	2018	49%	46%	3%	55%	-6%	
Same Grade Comparison		-16%					
Cohort Comparison		-4%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	31%	49%	-18%	62%	-31%	
	2018	40%	48%	-8%	62%	-22%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2019	33%	54%	-21%	64%	-31%	
	2018	43%	47%	-4%	62%	-19%	
Same Grade Comparison		-10%					
Cohort Comparison		-7%					
05	2019	45%	45%	0%	60%	-15%	
	2018	53%	50%	3%	61%	-8%	
Same Grade Comparison		-8%					
Cohort Comparison		2%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	41%	44%	-3%	53%	-12%	
	2018	60%	49%	11%	55%	5%	
Same Grade Comparison		-19%					
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	8	56	67	12	58	58	30				

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
ELL	40			60							
BLK	27	53	67	27	76	75	30				
HSP	33	50		62	77						
MUL				30							
WHT	41	51	58	47	54	42	50				
FRL	34	57	68	40	66	60	52				

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				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
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	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	49
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	54
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 ELA overall proficiency at 36%. During the 2018-19 school year, the majority of students entering 3rd grade were non-proficient in reading based on iReady end of year data, we implemented a new reading series, and in 5th grade ELA we had four instructional changes during the school year. This is not a trend based on previous school data (ELA 16-17 43% and 17-18 47%).

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

The lowest data component that showed the greatest decline from the prior year was our 3rd grade ELA proficiency with 24% which is a decrease of 32 percentage points from the 2017-2018 school year. The major factor contributing to this decline was a significant number of students in 3rd grade entered as non-proficient readers. Only 21% of our 2nd grade students were proficient in reading according to the iReady 2017-2018 end of year data.

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 ELA data component had the greatest gap when compared to the state average. Sparr Elementary' s ELA proficiency for the 2018-19 school year was 36%, the district was 47% and the state was 57%, resulting in a 21% deficit between school and state and a 11% difference between the school and the district. During the 2018-19 school year, the majority of students entering 3rd grade were non-proficient in reading based on iReady end of year data, we implemented a new reading series, and in 5th grade ELA we had four instructional changes during the school year. This is not a trend based on previous school data (ELA 16-17 43% and 17-18 47%).

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 overall was learning gains in both ELA and Math. Specifically our learning gains with our bottom quartile students indicated ELA increase of 31%

points with 13% points in learning gains resulting in an overall learning gain increase of 44% points. Also, our learning gains with our bottom quartile students indicated MATH increase of 24% points with 24% points in learning gains resulting in an overall learning gain increase of 48% points.
Our school improvement goal last year was meeting students where they were and improving student growth. We implemented data chats with students and student became accountable for tracking their own progress.

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

Our largest area of concern based on EWS data is the percent of students receiving a level 1 on the FSA. Thirty-eight percent of students in 3rd and 4th grade earned a level 1 in ELA and/or Math. Another area of concern is 25% of the overall student population had 1 or more days of out of school suspension resulting in loss of instructional time.

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

1. Increasing ELA proficiency (64% of students in 3rd and 4th grade were non proficient based on level 1 and level 2 FSA results)
2. Increasing Math proficiency (67% of students in 3rd and 4th grade were non proficient based on level 1 and level 2 FSA results)
3. Continue increasing learning gains for both math and ELA including bottom quartile
4. Decreasing OSS rates
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instructional Activities/Strategies: Standard Based Instruction
Rationale	Sparr Elementary' s ELA proficiency for the 2018-19 school year was 36%, the district was 47% and the state was 57%, resulting in a 21% deficit between school and state and a 11% difference between the school and the district. We dropped 11% points from the 17-18 school year in ELA.
State the measurable outcome the school plans to achieve	If Sparr Elementary teachers consistently deliver Florida Standards and aligned instruction in ELA , then students will increase proficiency from 36% to 40% as measured by FSA.
Person responsible for monitoring outcome	Gay Street (gay.street@marion.k12.fl.us)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	In order to meet the needs of all learners and increase proficiency, teachers must continually improve their instructional practice. Professional development provide the opportunity for teachers to learn and show student growth based on new learning.
Action Step	
Description	1. Weekly PLC 2. On going professional development 3. Action study and learning walks 4. Professional Development 5.
Person Responsible	Cindy Lowe (cindy.lowe@marion.k12.fl.us)

#2	
Title	Instructional Activities/Strategies: Increasing Learning Gains
Rationale	Sparr Elementary' s ELA proficiency for the 2018-19 school year was 36%, the district was 47% and the state was 57%, resulting in a 21% deficit between school and state and a 11% difference between the school and the district. We dropped 11% points from the 17-18 school year in ELA.
State the measurable outcome the school plans to achieve	If Sparr Elementary teachers consistently deliver Florida Standards and aligned instruction in ELA , then learning gains from 54% to 58%, and bottom quartile learning gains from 66% to 70% as measured by FSA.
Person responsible for monitoring outcome	Gay Street (gay.street@marion.k12.fl.us)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	In order to meet the needs of all learners and increase proficiency, teachers must continually improve their instructional practice. Professional development provide the opportunity for teachers to learn and show student growth based on new learning.
Action Step	
Description	1. Weekly PLC 2. Collaboration 3. Professional Development 4. 5.
Person Responsible	Cindy Lowe (cindy.lowe@marion.k12.fl.us)

#3	
Title	Process: Family Engagement
Rationale	This plan 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.

State the measurable outcome the school plans to achieve	If we focus parent and family engagement activities in ELA, Math, Science promoting proficiency for students and building a foundation in the primary grades then proficiency will increase as measured by FSA. ELA from 36% to 40% Math from 43% to 47% Science from 47% to 51%
Person responsible for monitoring outcome	Gay Street (gay.street@marion.k12.fl.us)
Evidence-based Strategy	Engaging families in standards based activities assists with furthering the education at home and increasing proficiency and learning gains.
Rationale for Evidence-based Strategy	Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that: (A) Parents and families play an integral role in assisting their child's learning. (B) Parents and families are encouraged to be actively involved in their child's education. (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. (D) The carrying out of other activities, such as those described under ESSA Section 1116.

Action Step

Description	1. Title I Annual Meeting 2. Teacher Led Standards 3. Fall into Reading 4. Spring Into Love w/Learning 5. Digging Science
Person Responsible	Kristen McAdams (kristenmcadams@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, § 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 site-based Parent & Family Engagement (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
To provide an explanation of Title I and begin the ongoing discussion of schoolwide participation and of its link to student achievement.
September 17, 2019
Teacher Led Standards
Increased parent capacity to work with students @ home to increase student achievement.
September 17, 2019
Fall into Learning
Increase student and parent capacity to understand standards (MAFS / LAFS) to increase student achievement.
November 21, 2019
Spring into "Love" with Learning
Increase student and parent understanding of Math standards using everyday objects to strengthen foundational skills.
February 11, 2020
Digging into Science
Increase student and parent understanding of science standards to increase proficiency of earth science.
April 22, 2020

PFEP Goal: If we focus parent and family engagement activities on ELA, Math, Science promoting learning gains for students and building a foundation in the primary grades then student learning gains will increase based on local assessments and diagnostic data.

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?

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.

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.

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.

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.

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).

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.

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.

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.

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: Instructional Activities/Strategies: Standard Based Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Activities/Strategies: Increasing Learning Gains	$0.00
3	III.A.	Areas of Focus: Process: Family Engagement	$0.00
		Total:	$0.00