Stanton Weirsdale Elementary School

2019-20 Schoolwide Improvement Plan

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Stanton Weirsdale Elementary School

16705 SE 134TH TER, We IR Sdale, FL 32195

[no web address on file]

Demographics

Principal: Cynthia Brodie

Start Date for this Principal: 7/31/2019

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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (42%) 2016-17: C (50%) 2015-16: C (47%) 2014-15: B (57%)
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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Stanton Weirsdale Elementary School

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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	30%

School Grades History

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

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.

We are united in challenging students to reach their fullest potential in a safe, positive, caring environment which is conducive to teaching and learning.

Provide the school's vision statement.

We are a community school for student-centered learning that provides a family-friendly environment in order to develop successful and well-rounded global leaders.

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
Brodie, Cynthia	Principal	Ability to prepare and manage the school's budget and allocated resources. • Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. • Ability to effectively interview, select, coach, and evaluate personnel. • Ability to effectively use personnel management and supervisory techniques. Ability to enforce collective bargaining agreements. • Ability to communicate effectively orally and in writing. • Ability to use public speaking skills, interaction skills, and problem-solving skills. • Ability to analyze and use data. Knowledge of current educational trends and research. • Ability to maintain a sensitivity to multicultural issues. • Ability to manage the student curriculum, instruction, and assessment system. • Knowledge and understanding of the unique needs and characteristics of students with disabilities. • Knowledge of rules, regulations, statutes, policies, special programs and procedures affecting students with disabilities. Instructional Program Management / Development (1) Manage and administer the instructional program so as to ensure all students the opportunity to learn. (2) Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. (3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. (4) Oversee the administration of the testing program for the school. (5) Oversee the selection and acquisition of instructional materials and equipment. (6) Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services. (7) Direct the development of the master schedule and assign teachers according to identified needs. (8) Facilitate articulation of curriculum within the school as well as between the school and its feeder system. Personnel Action Services (9) Interview and select qualified personnel to be recommended for appointment. (10) Supervise assigned personnel, conduct performance appraisals, and make recommendations for appropriate employment actions. (11) Implement and administer negotiated employee contracts at the school site. (12) Facilitate the development and implementation of an effective professional learning program. (13) Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. School Operations / Delivery Systems (14) Supervise the operation, activities, and functions at the school site. (15) Manage and supervise the school's financial resources including the

Name	Title	Job Duties and Responsibilities
		preparation and disbursement of the school's budget and internal accounts. (16) Establish and manage student accounting and attendance procedures at the assigned school. (17) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. (18) Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. (19) Coordinate school maintenance, plant safety and facility needs and monitor progress toward meeting those needs. (20) Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. (21) Supervise transportation services at the assigned school. (22) Coordinate the supervision of all extracurricular programs at the assigned school. (23) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. (24) Direct the establishment of adequate property inventory records and ensure the security of school property. (25) Develop positive school/community relations and act as liaison between the school and community. (26) Access, analyze, interpret and use data in decision-making (27) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. Student Support Services (28) Facilitate a program of family and community involvement. (29) Supervise the guidance program to ensure individual student educational and developmental needs are addressed. (30) Work with parents to resolve complaints or concerns. (31) Serve as final arbitrator for serious discipline problems. (32) Develop and maintain positive school / community relations and act as liaison between the two. (33) Direct and develop the recruitment of Business Partners to benefit the school and community. (34) Supervise transportation services at the assigned school. (35) Coordinate the school food service program at the assigned school including the free and reduced food service requirements. (36) Manage and supervise the schools' athletic and student activity programs including the selection of club sponsors and coaches. (37) Approve all school-sponsored activities and maintain a calendar of all school events. (38) Attend school-related activities and events. (39) Interact with government and service agencies relative to student welfare. Personal / Professional Employee Qualities (40) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. (41) Model and maintain high standards of professional conduct. (42) Set high standards and expectations for self, others, and school. (43) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.

Name	Title	Job Duties and Responsibilities
		(44) Use effective communication techniques with students, teachers, parents, and stakeholders. (45) Model effective listening and positive interaction skills. (46) Participate in District management meetings and other activities to enhance professional development. (47) Communicate, through proper channels, to keep the Superintendent informed of impending problems or events of an unusual nature. Leadership (48) Provide leadership and direction for all aspects of the school's operation. (49) Exercise proactive leadership in promoting the vision and mission of the District. (50) Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders. (52) Promote / market the school and its priorities to the community. (53) Facilitate and coordinate the development of the School's Improvement Plan. (54) Initiate programs and organize resources to carry out the School Improvement Plan. (55) Provide recognition and celebration for student, staff, and school accomplishments. (56) Access District and community resources to meet school needs. (57) Maintain visibility and accessibility on the school campus and at school-related activities and events. (58) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. (59) Anticipate difficult situations and develop plans to handle them. (60) Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents. (61) Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. (62) Deal with problems associated with change. (63) Perform other incidental tasks consistent with the goals and objectives of this position. (64) Demonstrate readiness and confidence to make or share decisions in a timely fashion. (65) Direct the activities of the school resource officer. (66) Other duties as assigned.
Kelly, Tammy	School Counselor	Planning / Preparation * (1) Develop guidance programs based on developmental needs of students, needs assessments, and school, district and state priorities. * (2) Establish priorities through short and long range plans based on student needs as well as school, district, and state priorities. * (3) Communicate goals and services of the counseling programs to school administration, staff, students, and parents. ©EMCS 3.20 GUIDANCE COUNSELOR (Continued)

Name	Title	Job Duties and Responsibilities
		Administrative / Management * (4) Review, evaluate, and select a variety of materials to support a well-balanced counseling program. * (5) Establish. implement, coordinate, and monitor effective school-wide counseling services and activities. * (6) Establish and follow procedures for appropriate intervention in accordance with school, district, and state guidelines. * (7) Maintain student records according to established guidelines. * (8) Participate in school-wide events, committees, and supervisory responsibilities to assure student safety during work day. * (9) Use technology resources effectively. Assessment / Evaluation *(10) Demonstrate knowledge of theories, techniques, and instruments used for assessments. *(11) Administer screening tests for program placement, interpret scores, and communicate results, when applicable. *(12) Explain nature and purpose of assessment in an understandable manner, provide feedback and make recommendations to appropriate individuals. *(13) Evaluate counseling program objectives including using feedback from students, parents, and staff. Intervention / Direct Services *(14) Provide personal/social growth counseling including individual and/or group, to promote academic success. *(15) Recognize the special needs of individuals and families and make appropriate recommendations. *(16) Recognize overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action. *(17) Provide crisis intervention services including follow-up services as appropriate. *(18) Provide intervention for at-risk students and those with special learning and behavioral needs. *(19) Support programs for career awareness and (at secondary level) comprehensive educational/career plans which target high school completion, post-secondary opportunities. Collaboration *(20) Consult effectively with students, parents, teachers, and other school staff to assist in meeting needs of students. *(21) Serve as advocate for students. *(22) Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services. *(23) Participate in multidisciplinary conferences concerning individual cases of special need. ©EMCS 2 3.20 GUIDANCE COUNSELOR (Continued) Staff Development *(24) Provide information to and/or in-service for teachers, administrators,

Name	Title	Job Duties and Responsibilities
		and other school staff. *(25) Initiate and engage in continuing professional growth through in-service, classes, study and complete the Professional Development Plan and keep abreast of recent developments in guidance and counseling. Professional Responsibilities *(26) Model professional and ethical standards consistent with Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents and community. *(27) Prepare and maintain all required reports and records. *(28) Identify student/school issues, and facilitate and follow established procedures. *(29) Use interpersonal skills to encourage cooperative efforts between staff, students, families, and the community. Student Growth / Achievement *(30) Review student records and indicators such as portfolio assessment, professional team interaction and analysis reports, documented parent interaction, student discipline records, and/or others as deemed appropriate by the district guidelines to evaluate student needs.
Carson, Georgiana	Instructional Coach	Demonstrate knowledge of current trends in specialty area and professional development. • Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Establish and maintain norms of behavior for professional interactions. • Create professional development reflective of adult learning principles. • Organize and manage physical space and materials for training. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and programevaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded

Name	Title	Job Duties and Responsibilities
		classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Apply adult learning principles when delivering professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Reflect on practice to ensure program improvement. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Establish and maintain accurate and efficient record keeping procedures following District requirements. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills.
Byard, James	Assistant Principal	Assist in the development, implementation and assessment of the instructional program. ? Assist in the administration of the testing program. ? Assist in establishing a vision and mission statement. ? Assist in the development of the School Improvement Plan. ? Assist in the development of the Master Schedule and assignment of staff. ? Assist in developing the best possible environment for teaching and learning. ? Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. ? Assist in implementing and administering negotiated employee contracts. ? Assist in providing staff development through in-service training and other developmental activities. ? Maintain and model high standards of professional conduct. ? Model effective listening and positive interaction skills. ? Assist in implementing all local, state and federal laws as they pertain to the assigned school. ? Assist appropriate staff in textbook, materials, and equipment selection. ? Assist in developing short- and long-range facility needs. ? Assist in maintaining property inventory records and providing security for all equipment.

Name	Title	Job Duties and Responsibilities
		? Assist in managing student conduct on school grounds, buses, and after-school activities. ? Supervise and monitor the accurate and timely completion of data collection and reporting requirements. ? Assist in providing a comprehensive student services plan including guidance, drop-out prevention, health services, and attendance. ? Assist in monitoring proper student conduct and implementing discipline to ensure a safe and orderly environment. ? Provide guidance and expertise in dealing with difficult discipline problems. ? Assist in supervising school personnel assigned to special projects and activities. ? Understand and utilize collaborative planning strategies. ? Maintain visibility and accessibility on campus. ? Assist in conducting staff meetings to discuss policy changes, instruction and potential problems. ? Assist in gathering data for the purpose of instructional improvement. ? Assist in monitoring and meeting accreditation requirements. ? Assist in supervising all extracurricular activities and maintaining a calendar of events. ? Assist in providing recognition and celebration for students, staff, and school honors. ? Work with parents in resolving concerns. ? Assist in developing a positive school image. ? Perform other incidental tasks consistent with the goals and objectives of this position.
Alderman, Amy	Instructional Coach	Demonstrate knowledge of current trends in specialty area and professional development. • Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Establish and maintain norms of behavior for professional interactions. • Create professional development reflective of adult learning principles. • Organize and manage physical space and materials for training.

Name	Title	Job Duties and Responsibilities
		• Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and programevaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Apply adult learning principles when delivering professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Reflect on practice to ensure program improvement. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Establish and maintain accurate and efficient record keeping procedures following District requirements. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills.
Tucker, Doris	Dean	Assist in the development of guidelines for proper student conduct and disciplinary policies and procedures that ensure a safe and orderly environment. • Design short and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents, and community agencies. • Maintain comprehensive files on each student requiring disciplinary action and maintain records for audits. • Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct. • Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. • Use relevant student information, i.e., IEP, as an integral part of recommendations for student discipline.

Name	Title	Job Duties and Responsibilities
		• Maintain visibility and accessibility on the school campus and at school-related activities and events during work day. • Supervise the orderly movement and safety of transportation on school grounds. • Recognize potential disruption to the orderly function of the school and implement strategies to prevent it. • Serve as liaison to School Resource Officer and other legal authorities. • Inform administration of impending problems or events of unusual nature. • Coordinate staff assistance to ensure adequate supervision of students. • Participate as a member of school educational planning and staffing teams to determine student placement or to develop assistance plans. • Establish effective communication with outside agencies and make appropriate referrals for psychological, social work, juvenile, health, or community services. • Initiate and engage in continuing professional growth such as in-services, district meetings, and classes, to improve professional performance. • Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed. • Model professional and ethical standards consistent with The Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents and community. • Assist administration to communicate through meetings and written material information that will keep staff, students, and parents informed of disciplinary policies and procedures. • Exercise proactive leadership in school crisis / medical emergencies. • Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services. • Consider recommendations for student placement in alternative education setting to improve student performance. • Supervise student activities on the school campus and at school-related events. • Work with students and parents in creating educational plans for students that ensure improved academic success. • Perform related duties as assigned.

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	80	86	69	90	80	79	0	0	0	0	0	0	0	484
Attendance below 90 percent	8	8	5	22	12	18	0	0	0	0	0	0	0	73
One or more suspensions	13	10	32	21	16	36	0	0	0	0	0	0	0	128
Course failure in ELA or Math	2	10	13	1	4	1	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	54	27	39	0	0	0	0	0	0	0	120

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	12	17	17	32	24	40	0	0	0	0	0	0	0	142

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	22	0	0	0	0	0	0	0	0	0	23
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)
32

Date this data was collected or last updated
Wednesday 7/31/2019

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	17	15	12	21	12	24	0	0	0	0	0	0	0	101
One or more suspensions	1	6	7	16	8	24	0	0	0	0	0	0	0	62
Course failure in ELA or Math	0	9	8	26	9	2	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	60	51	55	0	0	0	0	0	0	0	166

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	16	14	42	20	39	0	0	0	0	0	0	0	133

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	17	15	12	21	12	24	0	0	0	0	0	0	0	101
One or more suspensions	1	6	7	16	8	24	0	0	0	0	0	0	0	62
Course failure in ELA or Math	0	9	8	26	9	2	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	60	51	55	0	0	0	0	0	0	0	166

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	16	14	42	20	39	0	0	0	0	0	0	0	133

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	43%	47%	57%	47%	52%	55%
ELA Learning Gains	52%	56%	58%	55%	57%	57%
ELA Lowest 25th Percentile	38%	52%	53%	54%	53%	52%
Math Achievement	46%	51%	63%	54%	52%	61%
Math Learning Gains	49%	58%	62%	50%	54%	61%
Math Lowest 25th Percentile	33%	49%	51%	41%	43%	51%
Science Achievement	50%	47%	53%	48%	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	80 (0)	86 (0)	69 (0)	90 (0)	80 (0)	79 (0)	484 (0)
Attendance below 90 percent	8 (17)	8 (15)	5 (12)	22 (21)	12 (12)	18 (24)	73 (101)
One or more suspensions	13 (1)	10 (6)	32 (7)	21 (16)	16 (8)	36 (24)	128 (62)
Course failure in ELA or Math	2 (0)	10 (9)	13 (8)	1 (26)	4 (9)	1 (2)	31 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	54 (60)	27 (51)	39 (55)	120 (166)

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	28%	44%	-16%	58%	-30%
	2018	43%	46%	-3%	57%	-14%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	49%	49%	0%	58%	-9%
	2018	51%	43%	8%	56%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		6%				
05	2019	48%	45%	3%	56%	-8%
	2018	38%	46%	-8%	55%	-17%
Same Grade Comparison		10%				
Cohort Comparison		-3%				

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	35%	49%	-14%	62%	-27%
	2018	49%	48%	1%	62%	-13%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	58%	54%	4%	64%	-6%
	2018	49%	47%	2%	62%	-13%
Same Grade Comparison		9%				
Cohort Comparison		9%				
05	2019	43%	45%	-2%	60%	-17%
	2018	42%	50%	-8%	61%	-19%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	53%	44%	9%	53%	0%
	2018	44%	49%	-5%	55%	-11%
Same Grade Comparison		9%				
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	23	38	35	30	44	44	44				

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	23	38		27	38						
BLK	33	40		33	30						
HSP	43	53		45	49		56				
MUL	60			47							
WHT	42	51	32	47	50	34	49				
FRL	38	53	36	41	45	30	43				

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	16	41	31	29	44	32	15				
ELL	24	64		35	43						
BLK	47	50		53	58						
HSP	40	59		50	46		36				
MUL	38			46							
WHT	43	43	27	47	44	35	45				
FRL	43	44	26	48	45	37	43				

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	24	32	45	37	41	33					
ELL	19	38		31	31						
BLK	50	85		45	54						
HSP	37	55		49	42	20	42				
MUL	46			77							
WHT	49	52	52	54	49	44	47				
FRL	45	54	52	52	47	42	43				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	33
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	34
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	47
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	54
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	
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	44
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Two data components show the lowest performance: ELL and SWD at 23% proficiency. Possible factors that had a negative impact are: Lack of utilizing ELL strategies, lack of effectively planning lessons to meet the depth of the standard with differentiation for ELL and SWD students, Fifth Grade had two inclusion classes with one new teacher to the grade level, new Reading series to learn and implement, and total number of SWD students in fifth grade.

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

Math Achievement showed the greatest decline in the subgroup area of Black students. These students had a higher percentage of Early Warning Signs, behavioral concerns, and BESS Universal Screener showed this subgroup with a higher need.

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.

Lowest 25% for ELA and Math showed the greatest gap when compared to the state average. The SWD comprise a majority of the Lowest 25% in ELA and Math and have a higher previous retention rate and show minimal growth. ELL students still struggle with language development. Both SWD and ELL had a lack of strategies being utilized and differentiation on the student academic level.

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

Two components showed the most improvement: SWD Science Achievement and Multiracial ELA Achievement. New actions that were put into place that had a positive impact were: collaborative

planning for lessons and resources to be utilized; a dedicated 5th grade Science teacher; Early Release school days were science focused; hands on science learning labs and utilizing a STEM Lab for students.

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

EWS data shows two areas of potential concern: Attendance Rate below 90% and Level 1 on state assessment which leads to retention rate increase. Within attendance in grade 3-5th, 52 students were below 90%. Students with Level 1 are potential Bottom Quartile students and will count with Learning Gains

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

1. Effective instruction for Third Grade retained students in the area of Reading and Math.
2. Implementing with fidelity the MTSS process and students placed in correct interventions, closely monitored, and moved among the Tiers as appropriate.
3.Increasing student engagement and hands on learning in all grade levels.
4. Continuing to support and improve Science content learning.
5. School wide classroom management and supporting behavioral expectations.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Cooperative Learning Strategies in Reading and Math instruction
Rationale	If we focus on increasing student engagement through cooperative learning strategies and differentiation in reading and math through whole group and small group instruction then leaning gains will increase and in return proficiency rates will increase.
State the measurable outcome the school plans to achieve	If we utilize cooperative learning strategies to build engaging lessons and increase student engagement, then students in grades 3, 4, and 5 that are in the Lowest 25% for ELA Learning Gains will increase from 38% to 43% and Math will increase from 33 to 40% as measured by the 2019-2020 FSA.
Person responsible for monitoring outcome	Cynthia Brodie (cynthia.brodie@marion.k12.fl.us)
Evidence-based Strategy	The use of Kagan strategies and cooperative learning strategies and styles to elicit student discussion in the classroom.
Rationale for Evidence-based Strategy	John Hattie's Effect Size research shows the impact (0.82) of student discussion in the classroom. Kagan strategies is a well known program of procedures for classroom discussion. Utilizing these strategies in all content areas will enhance student learning and student outcomes.
Action Step	
Description	1. Analyze individual student data as well as classroom data to determine strengths and weaknesses in student learning outcomes. 2. Determine a list of appropriate and effective cooperative learning methods for teachers to implement during lessons that have a high effect size. 3. Develop lessons utilizing the cooperative learning strategies and differentiated techniques for whole group and small group instruction. 4.Implement the strategies and differentiation techniques. 5. Evaluate the implementation, look at performance data, and determine next steps of instruction.
Person Responsible	Cynthia Brodie (cynthia.brodie@marion.k12.fl.us)

#2	
Title	Implementing appropriate MTSS interventions and monitoring effectiveness of intervention.
Rationale	Students who are non-proficient have learning gaps. The MTSS process allows teachers to work with students to close the learning gaps if appropriate interventions are implemented and monitored and adjusted per individual student as data determines.
State the measurable outcome the school plans to achieve	If we implement the MTSS process and provide interventions with fidelity, the Federal Subgroups (Students with Disabilities 37%, English Language Learners 33%, Black/African American Students 34%, and Economically Disadvantaged Students 40%) will reach the target Federal Index of 41%, as measured by the 2019-2020 FSA.
Person responsible for monitoring outcome	Cynthia Brodie (cynthia.brodie@marion.k12.fl.us)
Evidence-based Strategy	MTSS protocol (Stair Step) developed by district utilizing research based programs such as: iReady, Reading Mastery, Corrective Reading, Phonics for Reading, Leveled Literacy, Read Naturally, etc.
Rationale for Evidence-based Strategy	The district provides a list of approved resources/programs to be utilized and how to determine effectiveness of each program.
Action Step	
Description	1. Assess students for starting point using iReady Diagnostic Assessment. 2. Look at the data and determine greatest deficiency area and group like students together in a grade level to form MTSS groups. 3. Determine the intervention and interventionist for each MTSS group and create groups. 4. Start MTSS groups and collect data and review data every six weeks for level of effectiveness for each student. 5. Re-assess quarterly using iReady diagnostic assessments. 6. Review the data and adjust groups as necessary. 7. Continue the MTSS process.
Person Responsible	James Byard (james.byard@marion.k12.fl.us)

#3	
Title	Social Emotional Learning Impact on Schoolwide Discipline
Rationale	Students in low socio-economic status sometimes struggle with adapting from home environment to a structured school environment. Outside factors impact our students behavior and choice making. By providing our students with the strategies they can use to problem solve a situation, finding appropriate language to utilize, and appropriate actions to take, students will increase their confidence and social problem solving skills which will then impact discipline referrals and in return impact positively student achievement.
State the measurable outcome the school plans to achieve	If we implement a school-wide SEL (Social Emotional Learning) curriculum, then students will develop social, emotional skills to help them self-regulate their behavior decreasing the number of discipline referrals by 20% from 2018-2019 - 451 referrals to 2019-2020 - 360 referrals or less.
Person responsible for monitoring outcome	James Byard (james.byard@marion.k12.fl.us)
Evidence-based Strategy	We will utilize the district based adopted SEL program - Sanford Harmony through Social Studies blocks.
Rationale for Evidence-based Strategy	The district has chosen the SEL curriculum for schools to utilize and to incorporate the program through Social Studies teaching block. The program provides strategies and a "tool box" for students to use through social situations through the use of content area curriculum.
Action Step	
Description	1. Receive the Sanford Harmony curriculum from the district. 2. Deliver the curriculum to the teachers. 3. Train the teachers and staff on Sanford Harmony so all have the strategies. 4. Classroom observations and timely feedback to teachers on implementation in the classroom. 5. Utilize Morning Show to emphasize a school wide greeting weekly through the Sanford Harmony curriculum.
Person Responsible	James Byard (james.byard@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).

Professional Development for ongoing learning will take place on District Inservice days as well as school based Faculty PD opportunities. Utilization of administration, Content Area Specialists, and district Program Specialists in select areas will provide the professional development. Topics are determined by district data for district professional development days and school based professional development is determined by teacher needs as well as student outcome data that drives instruction.

School Safety: The continuation of utilizing an SRO and implementing ALICE Protocol drills monthly as our campus is an open campus with access for any person at any time. Most doors are locked during the school day however the campus is open. Continuing to work with the district on implementing safe practices for students and school staff.

School wide behavioral management system to continue to decrease student behaviors by fine tuning classroom managements systems as well as school wide. Parent communication is a vital component. Providing teachers and parents with conference times and implementing tracking sheets for students who struggle with behaviors.

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.

Stanton-Weirsdale is a Title ! school. The parent engagement plan is available for viewing at the following website:
Parent engagement trainings will be planned and executed by Marie-Elena Curty, Literacy Content Area Specialist and Georgiana Carson, Math Content Area Specialist, and administration. Both coaches are Title I funded.

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.

Social and emotional needs are met on an individual basis as needed with the School Counselor. Furthermore, a mentoring program for at risk students pairs up educators and a student for support and encouragement. Problem-Solving meetings are scheduled as needed with the school support team, which includes the Guidance Counselor, Assistant Principal, School Psychologist, Teacher, and other members as needed. This team may review a child's social-emotional needs of the student as well as academic needs.

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 kindergarten students in transitioning into local elementary schools. Small groups of Kindergarten students attend school for the first two days, giving staff the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of Stagger Start. FLKRS/Star Early Literacy Assessment are tools used to determine readiness needs. Florida's Voluntary PreK program is currently implemented throughout the district to assist preschoolers 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. Information is provided for the VPK program and pre-registration of kindergarteners by the guidance office.

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 MTSS Leadership Team functions through the following problem-solving process:
Step 1: Problem Recognition – The Instructional Leadership team will identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring through data analysis and other input
Step 3: Intervention Design – determine best approach to solve the problem
Step 4: Implementation of Intervention – design tactics to resolve problem
Step 5: Response to Intervention – Monitor progress and determine effectiveness

Title I Part A -Services are provided to ensure students requiring additional remediation through after-school tutoring programs.
Title I –Part D- Neglected and Delinquent N/A
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.
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 Exceptional Student Education Programs.
Health Department - District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Voluntary Pre-Kindergarten Program - State funded Pre-K program offered at select school sites during the school year and summer.
Classroom teacher's dutiy is to assign intervention and monitor it. All other team members duties are to support the classroom teacher in providing interventions and support.

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.