

Inverness Primary School

School Improvement Plan 2018-2019



Mission/Vision: The Inverness Primary School mission is to provide opportunities for parents/families to become more involved in the planning, review, and improvement of school programs and the education of their children. We will strive to develop partnerships with families for sharing the responsibility for improved student achievement.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

Areas of Focus:

1. Literacy Framework/Math Core Instruction
2. 5D Tool
3. Behavior & Discipline Procedures

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Provide PD on Literacy Block and Math Core instruction <ol style="list-style-type: none"> a. Unpack ELA /Math standards K-5th b. Study Island/Success Maker ELA & Math trainings to support 3rd-5th c. Review and analyze data to determine instructional needs within class <ol style="list-style-type: none"> i. ESGI (K) ii. Comprehension assessment (1-2) iii. Citrus Assessment (3-5) ELA & Math iiii. iReady ELA and Math Assessments (grades 3-5) d. Review and analyze FSA Test Specs (3-5) e. Conduct monthly Eagle meetings with individual classroom teachers to discuss student progress f. Utilize Literacy Team (comprised of grade level representatives) to establish school-wide Literacy Plan <ol style="list-style-type: none"> i. Plan and Facilitate Literacy Block Framework PD ii. Meet monthly to discuss progress of school-wide Literacy Plan and share at staff meetings 	<p>Literacy Block Checklist Data</p> <ol style="list-style-type: none"> a. Monthly review with Leadership Team b. Quarterly review with Staff <p>Conduct MOC (Monthly Opportunity Checks) with each grade level. Look at common assessment and determine what will do to meet needs of students.</p> <p>Review Progress Monitoring data and PTAGs monthly.</p> <p>Monthly progress monitoring of BQ in ELA & Math</p>	<p>Students scoring at or above Level 3 on any statewide assessment (ELA, Math, Science) will increase by 5%.</p>



Inverness Primary School

School Improvement Plan 2018-2019

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas (cont.)	<ol style="list-style-type: none"> 1. Review the 5-D tool with a focus on the indicators <ol style="list-style-type: none"> a. Before school/First week <ol style="list-style-type: none"> i. Introduce the 5-D tool to grade level teams b. Monthly <ol style="list-style-type: none"> i. Facilitate walk-throughs ii. Discuss walk-through data with Leadership Team and determine what needs to be shared with staff c. Provide PD on each of the dimensions to teachers 	<p>Walk-through Data</p> <ol style="list-style-type: none"> a. Monthly review with Leadership Team b. Quarterly review with Staff c. Follow Up Feedback provided after Walk-through 	<p>Students scoring at or above Level 3 on any statewide assessment (ELA, Math, Science) will increase by 5%.</p>



Inverness Primary School

School Improvement Plan 2018-2019

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Behavior	<ol style="list-style-type: none"> 1. Implement daily Check In/Check Out for targeted students 2. Utilize Discipline Committee <ol style="list-style-type: none"> a. Implement newly designed school-wide Discipline Procedures b. Meet monthly to review and problem solve discipline data 3. Facilitate the Sanford Harmony Program for tier 1 behavior school-wide 4. Implement a Behavior Interventionist to assist teachers, provide tier 2 and tier 3 interventions, and provide strategies to students who need time to refocus. 5. Continue positive behavior referrals school-wide 	<p>Daily Point Cards for students to track and goal set for targeted behavior in an effort to decrease discipline offenses.</p> <p>Share behavior offense data monthly at Staff meetings.</p>	<p>The percent of students with NO repeat discipline referrals will increase from 56% to 75%.</p>
Other			

School Grades								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A	B	B	A	B	B	C



Inverness Primary School

School Improvement Plan 2018-2019

Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts or mathematics
 - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments
 Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Inverness Primary School will meet weekly to discuss students who have 2 or more of the following indicators:

1. Attendance below 90 percent (Excused or Unexcused)
2. One or more suspensions (ISS or OSS)
3. Grades of either a D or F in ELA or Math
4. K-2: Students in "high risk on FastBridge early Reading and/or early Math assessments
 3-5: Level 1 on FSA in ELA or Math

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
KDG	14	2	0	0
Grade 1	20	12	0	14
Grade 2	8	6	1	8
Grade 3	14	8	3	8
Grade 4	12	18	1	28
Grade 5	13	15	0	27

	Two or More EWS Indicators
KDG	0
Grade 1	7
Grade 2	2
Grade 3	6
Grade 4	9
Grade 5	13

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

We provide Tier 2 & Tier 3 interventions based on targeted student needs. PST Meetings (Problem Solving Team) are held with teacher, parent, Guidance Counselor, TOSA, Title I Interventionists, and administrators to discuss progress towards goals. We also hold Monthly Collaboration meetings with each grade level to discuss formative assessment results and students in the bottom quartile. Students are provided with daily differentiation during ELA and Math small groups.

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are provided a weekly extended planning/collaboration time as well as daily common planning time. We provide summer planning days in which each team met with administration and then had the remainder of the day to plan together. We hold quarterly data days where the grade level works together to meet the intervention needs of the entire grade level.

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Florida Standards are documented in each teacher's weekly lesson plans which are posted on our internal server as well as on Skyward for parents to view. We use walk through data and observations to ensure that the programs and instruction are addressing Florida Standards.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We provide time for teachers to have weekly collaboration meetings and once a month administration meets with the team and looks at a specific assessment. Teachers look for strengths, challenges, misconceptions as well as trends. Teachers then plan for whole group and small group instruction based on that specific assessment. Quarterly data days will be used to look at Citrus Assessment data and small group plans will be made as well as Custom Courses will be designed in Success Maker to address the needs. Before and After School Success Maker tutoring will be provided to third, fourth, and fifth grade students in the lowest quartile in ELA and Math four days a week. First grade students in the lowest quartile in ELA will be provided after school tutoring three days a week.