Citrus County Schools

Inverness Primary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Inverness Primary School

206 S LINE AVE, Inverness, FL 34452

https://ips.citrusschools.org/

Demographics

Principal: Bridget Merchant   Start Date for this Principal: 7/1/2016

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)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (62%) 2017-18: C (48%) 2016-17: B (57%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Citrus County School Board on 10/8/2019.

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	74%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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 partnership with families for sharing the responsibilities for improved student achievement.

Provide the school's vision statement.

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 partnership with families for sharing the responsibilities for improved student achievement.

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
Harper, Kay	Principal	To provide leadership
Chandler, Mollie	Assistant Principal	Provide support to principal, staff, and students
Flaherty, Jana	Other	ESE Specialist
Smith, Becky	Guidance Counselor	School Counseling

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	74	105	95	86	106	108	0	0	0	0	0	0	0	574
Attendance below 90 percent	2	18	11	12	14	10	0	0	0	0	0	0	0	67
One or more suspensions	0	2	2	1	2	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	2	3	0	5	7	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	8	14	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	12	7	3	11	11	0	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	6	4	7	6	0	0	0	0	0	0	0	27
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)
35

Date this data was collected or last updated
Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	60%	59%	57%	61%	61%	55%
ELA Learning Gains	59%	56%	58%	51%	53%	57%
ELA Lowest 25th Percentile	59%	48%	53%	48%	40%	52%
Math Achievement	62%	60%	63%	66%	71%	61%
Math Learning Gains	64%	54%	62%	57%	66%	61%
Math Lowest 25th Percentile	67%	39%	51%	50%	52%	51%
Science Achievement	62%	60%	53%	66%	63%	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	74 (0)	105 (0)	95 (0)	86 (0)	106 (0)	108 (0)	574 (0)
Attendance below 90 percent	2 ()	18 ()	11 ()	12 ()	14 ()	10 ()	67 (0)
One or more suspensions	0 ()	2 (0)	2 (0)	1 (0)	2 (0)	4 (0)	11 (0)
Course failure in ELA or Math	0 ()	2 (0)	3 (0)	0 (0)	5 (0)	7 (0)	17 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	8 (0)	14 (0)	22 (0)

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	64%	61%	3%	58%	6%	
	2018	58%	63%	-5%	57%	1%	
Same Grade Comparison		6%					
Cohort Comparison							
04	2019	57%	55%	2%	58%	-1%	
	2018	47%	54%	-7%	56%	-9%	
Same Grade Comparison		10%					
Cohort Comparison		-1%					
05	2019	58%	58%	0%	56%	2%	
	2018	48%	55%	-7%	55%	-7%	
Same Grade Comparison		10%					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		11%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	58%	1%	62%	-3%
	2018	54%	67%	-13%	62%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	62%	59%	3%	64%	-2%
	2018	64%	66%	-2%	62%	2%
Same Grade Comparison		-2%				
Cohort Comparison		8%				
05	2019	62%	60%	2%	60%	2%
	2018	42%	61%	-19%	61%	-19%
Same Grade Comparison		20%				
Cohort Comparison		-2%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	61%	58%	3%	53%	8%
	2018	50%	59%	-9%	55%	-5%
Same Grade Comparison		11%				
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	40	59	53	53	74	79					
BLK	53			53							
HSP	41	53		50	40						
WHT	62	59	62	63	65	65	58				
FRL	54	59	59	58	62	65	57				
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	24	20		33	44		50				
BLK	38	45		25	45						
HSP	48	53		52	40		30				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
MUL	50	50		56	50						
WHT	54	43	37	54	44	43	56				
FRL	47	42	49	48	43	42	48				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	40	27		60	73						
BLK	38			33							
HSP	56	38		67	77						
MUL	47			67							
WHT	63	55	52	67	57	56	68				
FRL	57	49	47	59	58	48	64				

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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

ELA data for grades 3-5 was the area of lowest performance. The learning gains for all students and the bottom quartile were also a concern.
SWD performed lower than non-SWDs. These students are not on grade level in reading and therefore struggle to show proficiency is this tested area. They make up a large portion of our bottom quartile and struggle to make learning gains.

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

According to our raw data, 4th grade math achievement decreased. Inconsistent curriculum implementation and lack of rigorous practice contributed to the decline.

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.

Our data does not reflect a gap when compared to the state.

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

SWD math learning gains showed the greatest improvement. One group of ESE inclusion students was split into two small groups, decreasing the student to teacher ratio. After school math tutoring was provided to bottom quartile students. Accommodations were provided to students according to need as documented on IEPs.

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

Attendance below 90% is a concern. Students in 4th grade (going to 5th) that were flagged by the EWS performed lower on the FSA Math test. This is potentially a contributing factor to our lower achievement levels at this grade level.

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

1. Increase student achievement in ELA.
2. Increase student achievement in Math.
3. Increase learning gains for our bottom quartile.
4. Increase learning gains for our level 4's and 5's.
5. Improve attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase attendance
Rationale	Research shows that when students do not attend school, they do not succeed.
State the measureable outcome the school plans to achieve	Decrease the number of students with 20 or more absences.
Person responsible for monitoring outcome	Becky Smith (smithb@citrusschools.org)
Evidence-based Strategy	Be proactive in monitoring student attendance.
Rationale for Evidence-based Strategy	By taking a proactive approach, we hope to be able to stop attendance issues before they arise.

Action Step	
Description	1. Home visit door hangers 2. Teachers call home for students absent 3 days in a row 3. Provide parents with attendance information and resources at CST meetings 4. Implement 4th/5th grade responsibility/incentive program 5. Attendance celebrations
Person Responsible	Becky Smith (smithb@citrusschools.org)

#2	
Title	Increase ELA Student Achievement
Rationale	According to our FSA data, our ELA student achievement was our lowest area.
State the measureable outcome the school plans to achieve	We will increase our ELA achievement from 60% to 63%, as measured by FSA ELA.
Person responsible for monitoring outcome	Mollie Chandler (chandlerm@citrusschools.org)
Evidence-based Strategy	Implement standards based instruction
Rationale for Evidence-based Strategy	According to the data, students that were provided rigorous standards-based instruction performed higher on the FSA than those whose instruction was inconsistently based on the standards. In order to better prepare our students for a standards based assessment, we need to ensure we are providing standards based instruction.

Action Step	
Description	1. Implement Ready LAFS curriculum resource 2. Implement iReady 3. Implement lesson frames/learning targets for each ELA lesson 4. Provide instructional coach 5. Monitor student progress weekly
Person Responsible	Mollie Chandler (chandlerm@citrusschools.org)

#3	
Title	Increase Math Student Achievement
Rationale	According to our FSA data, our math student achievement was one of our lowest areas.

State the measureable outcome the school plans to achieve	We will increase student achievement in math from 62 to 68%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implement standards based instruction
Rationale for Evidence-based Strategy	According to the data, students that were provided rigorous standards-based instruction performed higher on the FSA than those whose instruction was inconsistently based on the standards. In order to better prepare our students for a standards based assessment, we need to ensure we are providing standards based instruction.

Action Step	
Description	1. Implement Ready MAFS curriculum resource 2. Implement iReady 3. Implement lesson frames/learning targets for each math lesson 4. Provide instructional coach 5. Monitor student progress weekly
Person Responsible	Kay Harper (harperk@citrusschools.org)

#4	
Title	Increase ELA/Math Learning Gains
Rationale	We would like to increase ELA/Math learning gains to surpass the state learning gains target.

State the measureable outcome the school plans to achieve	ELA- Learning gains from 59% or higher for overall and bottom quartile. Math- Learning gains will be at a 64% or higher overall and 67% or higher for our bottom quartile.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implement standards based instruction and data monitoring.
Rationale for Evidence-based Strategy	According to the data, students that were provided rigorous standards-based instruction performed higher on the FSA than those whose instruction was inconsistently based on the standards. In order to better prepare our students for a standards based assessment, we need to ensure we are providing standards based instruction.

Action Step	
Description	1. Implement Ready MAFS curriculum resource 2. Implement iReady 3. Implement lesson frames/learning targets for each math lesson 4. Provide instructional coach 5. Provide mentors to level 4/5 students to monitor student data
Person Responsible	[no one identified]

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).

Discipline- We will continue "Check in Check Out" initiative and utilize the Behavior TOSA to decrease the amount of time students are out of the classroom and the amount of instructional interruptions due to misbehavior.
Safety- Continue to practice ALICE, fire, tornado, and lock-down drills.
Social/Emotional- Continue Sanford Harmony as Tier 1 Mental Wellness Curriculum. Teachers will continue to meet students at the door.

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.

Inverness Primary School strives to build and maintain positive relationships. PTA provides opportunities for families to participate in after school events. Title I funds enable the school to host events for families as well. These events include but are not limited to: movie nights, school dances, Donuts with Dad, Muffins with Mom, fall festivals, cookies with Santa, and other informational nights. Teachers meet with parents regularly throughout the year to discuss student progress.

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.

Inverness Primary School follows the Behavioral Health Referral Process specified by the district. Students and staff are able to make referrals. They meet with staff members who determine if services are needed. A PST meeting is scheduled to develop a plan to provide needed services, including counseling/mentoring.

Students with a high number of discipline referrals are provided a mentor to check in and check out with each day. Students receiving more than 3 discipline referrals are provided a Behavior Progress Monitoring Plan. Teachers work with the Student Services TOSA, Guidance Counselor, and Social Worker to implement interventions.

Teachers provide character education lessons using the Sanford Harmony curriculum. They guide their students through morning "Meet Ups" and "Buddy Ups" daily.

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

Students transitioning to 6th grade visit the middle school. They tour the facilities, meet the teachers and staff, and discuss differences between elementary and middle school.

Pre-K and Kindergarten students participate in stagger start, decreasing the student to teacher ratio. This enables the teachers to introduce school procedures to their students.

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.

Administration reviews teacher lesson plans to ensure standards based instructional resources are implemented. This year iReady will be implemented with Ready resources to ensure the standards are going to be covered. Title I funds will be used to purchase these materials.
Weekly meetings between teachers and the instructional coach will be scheduled to review and monitor student progress and success according to iReady and classroom/district assessments.
"Monthly Opportunity Checks" will be scheduled for administration and teachers to meet and discuss student data.

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

Teachers include career days throughout the year to provide opportunities for students to learn about career possibilities around the community.

Fifth grade students are eligible for a "Steps to CF" scholarship. Students that receive this scholarship are provided funds towards classes at Central Florida College.

Fifth grade students participate in a field trip to Duke Energy. They learn about careers and opportunities available at the plant in Crystal River.