

Polk County Public Schools

Bartow Elementary Academy



2018-19 Schoolwide Improvement Plan

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Bartow Elementary Academy

590 WILSON AVE S, Bartow, FL 33830

<http://www.bartowacademy.com/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Polk 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.

Bartow Elementary Academy is a family partnership inspiring today's learners to become tomorrow's leaders.

Provide the school's vision statement.

Bartow Elementary Academy is a family partnership dedicated to inspiring and preparing learners to become productive global citizens. Our desire is for everyone to use life skills, technology, and innovative experiences to build tomorrow's leaders.

School Leadership Team

Membership

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

Name	Title
Nelson, Tracy	Principal
Wolfe, Shari	Instructional Coach
Bennett, Jasmar	Assistant Principal
Benfield, Steven	Teacher, ESE
Crowley, Lori	Teacher, ESE
Westbrook, Joy	Other
Mcfadyen, Elise	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team serves as the school's climate committee, ensuring that a positive learning climate fosters learning gains and student achievement in a diverse setting. The committee works together to share the school vision and mission. The committee also analyzes the Successful Schools Survey completed by parents and students. The committee makes recommendations to the School Advisory Council as necessary, informing both of concerns, issues, and possible strategies to address the various areas. The committee serves as a liaison to gather input from other staff members. The Leadership Team participates in writing, monitoring, and evaluating the School Improvement Plan. This includes assisting with the areas of focus, rationale, intended outcomes, action steps, and evaluation for all curriculum areas. It also analyzes data, conducts needs assessments, and provides input for areas of need for staff development. Furthermore, we work to provide appropriate professional learning activities based on the instructional needs of each grade level team.

Dr. Tracy Nelson is the Instructional Leader of the school. She holds a dual doctorate in Business Management and Educational Leadership from Nova Southeastern University. Dr. Nelson believes in the importance of building positive relationships with staff, students, parents and community members. She has facilitated several training opportunities including MTSS, The Reading Block,

Differentiated Instruction, Working with Difficult Children, Data Analysis and Positive Behavior Intervention Supports. Dr. Nelson believes in shared decision making and using parent and staff surveys to help develop a plan of action for the coming school year.

Mrs. McFadyen is our guidance counselor and brings a great deal of knowledge to BEA. She is compassionate, understanding and truly listens when one speaks. Mrs. McFadyen easily builds positive working relationships with all school stakeholders. She conducts several groups such as grief counseling, peer mediation, bullying, social skills and works individually with students in need. She is scheduled to meet monthly with administration and our instructional staff to ensure MTSS is well documented and make changes as necessary. She also locates resources for teachers to use during MTSS based on student need and explains and assists in the monitoring process.

Mrs. Bennett is our new assistant principal. She comes to us from Lena Vista Elementary where is also served as an assistant principal. She has a positive attitude and comes to us with a masters in Educational Leadership. She is a product of Polk County Schools and grew up in the Bartow area. Mrs. Bennett has attended Marzano (LSI) training and is planning to present an updated MTSS training during pre-planning week with our instructional literacy coach.

Mrs. Wolfe has been a highly effective teacher at our school for three years and our instructional coach for the past year. She brings a wealth of best practices and content knowledge to the table. She thinks outside the box to assist teachers in pushing their children academically and helps set goals for students and our instructional staff. She has modeled in classrooms, assisted in lesson planning, participated in collaborative planning sessions, and analyzes and tracks data for the school. In addition, she assist teachers with making decisions about instruction based on their individual data.

Mrs. Katsoulis has been in the Polk County School system for many years. Mrs. Katsoulis has had years of experience as a teacher within our district. For the last several years she has been a technology manager and taught our students the ins and outs of our morning show production. In addition, she works closely with our instructional and administrative staff to ensure our technology is updated and working properly for our progress monitoring and testing that occurs in our two computer labs and classrooms. Mrs. Katsoulis is extremely professional, pays a great deal to detail and is proactive in getting her job completed.

Steven Benfield has been at BEA for the past few years as our inclusion teacher. He has worked to build positive working relationships with staff, students and parents. He continually provides a variety of strategies to address the needs of ever child. He is detailed oriented when documenting the implementation of accommodations provided to each child based on his/her individual education plan (IEP). We have seen a reduction in our gap between our special education and regular education students since his arrival to our school. Our students love working with Mrs. Benfield and making him proud, which is always is with our children.

Lori Crowley has been a highly effective gifted teacher for us the past couple of years. She comes to us from Rochelle School of the Arts with a proven track record. She eagerly builds relationships with our students and gets them to think outside the box. Her expertise is on project based learning that creates self-directed teams that explore a variety of work: from science projects to kindness project that involve the entire school. The tasks she assigns encourages these students to be open minded, think about the "what ifs" and "what could be" and our students take it from there.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 6/26/2018

Year 2016-17 - 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	1	3	0	6	0	0	0	0	0	0	0	0	15
One or more suspensions	2	1	0	2	8	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	1	9	0	0	0	0	0	0	0	14

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - 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	1	3	0	6	0	0	0	0	0	0	0	0	15
One or more suspensions	2	1	0	2	8	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	1	9	0	0	0	0	0	0	0	14

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was our fifth grade math. Based on the data, we documented 75% proficiency. This percent is a one percent increase over the previous school year. Overall, fifth grade has a trend of performing lower than third and fourth grade.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is our fourth grade ELA scores. We fell seven percent points from 88% proficiency to 81% proficiency. This is not a trend for us.

Which data component had the biggest gap when compared to the state average?

The data component with the largest gap when compared to the state average was in the area of math learning gains. The state documented 59% and our school documented 56%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was our third grade ELA proficiency levels. Our percentage went from 81% to 92%, which is an 11% increase. Our third grade team does have a history of moving students and making increases year to year. The 11% increase is the highest we have seen in the last few years.

Describe the actions or changes that led to the improvement in this area.

First of all, I moved two teachers from second grade to third grade who are truly passionate about students and their overall personal and academic success. Secondly, a new grade chair facilitator was selected for this past year. Furthermore, there was more collaboration, sharing of ideas and goal setting as a team.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	85%	50%	56%	82%	48%	52%
ELA Learning Gains	67%	51%	55%	66%	49%	52%
ELA Lowest 25th Percentile	58%	45%	48%	57%	42%	46%
Math Achievement	85%	58%	62%	86%	54%	58%
Math Learning Gains	56%	56%	59%	66%	52%	58%
Math Lowest 25th Percentile	63%	44%	47%	65%	41%	46%
Science Achievement	79%	53%	55%	78%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (5)	0 (1)	0 (3)	0 (0)	0 (6)	0 (0)	0 (15)
One or more suspensions	0 (2)	0 (1)	0 (0)	0 (2)	0 (8)	0 (2)	0 (15)
Course failure in ELA or Math	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (4)	0 (1)	0 (9)	0 (14)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	92%	51%	41%	57%	35%
	2017	81%	53%	28%	58%	23%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	81%	48%	33%	56%	25%
	2017	88%	51%	37%	56%	32%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
05	2018	84%	50%	34%	55%	29%
	2017	74%	44%	30%	53%	21%
Same Grade Comparison		10%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	90%	56%	34%	62%	28%
	2017	87%	58%	29%	62%	25%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	91%	57%	34%	62%	29%
	2017	95%	60%	35%	64%	31%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
05	2018	75%	56%	19%	61%	14%
	2017	74%	47%	27%	57%	17%
Same Grade Comparison		1%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	79%	51%	28%	55%	24%
	2017					
Cohort Comparison						

Subgroup Data

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
BLK	74	52	50	63	48	43	63				
HSP	76	69	62	88	66	82	73				
WHT	90	70	59	90	55	68	85				
FRL	77	62	57	75	48	55	71				
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
BLK	77	67	64	74	77	79	57				
HSP	75	70		94	83		92				
WHT	83	63	50	86	59	57	87				
FRL	68	58	63	80	73	75	82				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improve Core Instruction

Rationale Based on our learning gains percentages, If teachers improve the core instruction (Tier 1) including small groups with differentiated instruction, then students will be authentically engaged in challenging work that would develop their levels of cognitive complexity and mastery of skills. This would enhance our overall performance that supports the PCSB District Strategic Plan: Goal 1 - District Grade and Goal 2 - Graduation Rate.

Intended Outcome We expect to see higher complexity activities being worked on by self-directed teams in all classrooms. Providing students with opportunities to collaborate, discuss, set goals, choose materials and organize the process, would lead to greater independence and higher levels of achievement. The ultimate outcome would be to move overall proficiency in ELA from 85% - 88%, learning gains from 67% - 70% and our lowest 25% from 58% - 59%. We would like to move our science proficiency from 79% - 81% and finally out math proficiency from 85% - 88%, learning gains from 56% - 60% and our lowest 25% from 63% - 67%.

Point Person Tracy Nelson (tracy.nelson@polk-fl.net)

Action Step

Description In order to address this area of focus our School Based Leadership Team (SBLT) and instructional staff need to dig into learning targets and scales, understand the depth of standards ensuring the task is aligned to the standard, and maintain pace with standards-based instruction (Order 1 Change). We will utilize our SBLT to monitor information obtained from LSI training to enhance our overall core instruction and instructional outcomes.

Person Responsible Tracy Nelson (tracy.nelson@polk-fl.net)

Plan to Monitor Effectiveness

Description We will use the following to monitor the effectiveness of implementation in this area of focus: Administrative team and instructional coach will monitor implementation of core instruction and differentiated instruction, structured blocks with schedules posted by content area in each classroom, utilization of CHAMPS, and classroom management (PBIS).

To assist in this process we will: conduct weekly collaborative planning sessions with administration and instructional coach, common use of Marzano's taxonomy, and progress monitoring with STAR, MTSS, iStation, small group/differentiated instruction documentation, grade recovery documentation, interim and report card grades.

Person Responsible Tracy Nelson (tracy.nelson@polk-fl.net)

Activity #2	
Title	Build Capacity, Improve and Maintain Proficiency Levels Grades 3-5
Rationale	Based on our proficiency levels, If teachers improve and/or maintain levels 3, 4 or 5 in grades 3-5 our overall school proficiency levels for those grade levels will continue to grow. This would enhance our overall performance that supports the PCSB District Strategic Plan: Goal 1 - District Grade.
Intended Outcome	We expect to see higher complexity activities being worked on by self-directed teams in all classrooms. Providing students with opportunities to collaborate, discuss, set goals, choose materials and organize the process, would lead to greater independence and higher levels of achievement. The ultimate outcome would be to increase our number of students performing proficiently and reduce the number of students still performing below the state mandated proficiency level.
Point Person	Tracy Nelson (tracy.nelson@polk-fl.net)
Action Step	
Description	In order to address this area of focus, the school based leadership team and instructional staff will focus on teaching to the depth of the standard and beyond; as noted in all lesson plans, help teachers develop and implement meta-cognitive skills and differentiated instruction to ensure all student are moving forward, address gender differences by subject area and grade level (gap analysis), providing additional time/support before, during and after school and assigning project based activities/tasks to engage students in work of higher complexity levels while working in self-directed teams.
Person Responsible	Tracy Nelson (tracy.nelson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>We will use the following to monitor the effectiveness of implementation in this area of focus: administration will conduct monthly data chats with teachers (follow questions provided), instructional coach will assist in data chats with students (Level 1 and Level 2 only), build self-directed teams in each classroom (3-5), provide professional development on 21st century learning during pre-planning week, use P.D. tracking form for implementation fidelity, use district curriculum maps to enhance overall instruction and plan appropriate tasks aligned to the depth and rigor of state standards, and have written procedures to assist in managing classrooms and increasing instructional time on task.</p> <p>To assist in this process we will: utilize district curriculum maps and embedded resources, progress monitoring with STAR, MTSS, iStation, small group/differentiated instruction documentation, grade recovery documentation, interim and report card grades, the instructional coach and administration will work with instructional staff to ensure teachers are planning complex tasks aligned to the state standards.</p>
Person Responsible	Tracy Nelson (tracy.nelson@polk-fl.net)

Activity #3	
Title	Improve and Increase Student Autonomy
Rationale	Based on our need to increase student autonomy, If teachers work to develop more team based activities, our overall school proficiency levels school-wide will continue to grow. This would enhance our overall performance that supports the PCSB District Strategic Plan: Goal 1 - District Grade and Goal 2 - Graduation Rate.
Intended Outcome	We expect to see higher complexity activities being worked on by self-directed teams in all classrooms. Providing students with opportunities to collaborate, discuss, set goals, choose materials and organize the process, would lead to greater independence and higher levels of achievement. The ultimate outcome would be
Point Person	Tracy Nelson (tracy.nelson@polk-fl.net)
Action Step	
Description	In order for us to improve student autonomy we will appropriately use differentiated instruction during small groups, appropriately use the MTSS process to ensure we meet the needs of all students, and authentically engagement students in self-directed teams that are rigorous and encourage autonomy.
Person Responsible	Tracy Nelson (tracy.nelson@polk-fl.net)
Plan to Monitor Effectiveness	
	We will use the following to monitor the effectiveness of implementation in this area of focus: administration will conduct monthly data chats with teachers (follow questions provided), eliminate worksheets to assign students team roles and responsibilities for each activity to ensure accountability and engagement in self directed teams, weekly "focused monitoring" during classroom observations, and ensure the use of accountable talk and appropriate use of content vocabulary.
Description	To assist in this process we will: utilize district curriculum maps and embedded resources, utilize LSI learning targets and learning boards (to do, doing, done), LSI scales, MTSS book (Wolfe) for school-wide consistency, updated MTSS professional learning opportunity August 2018 (Bennett and Wolfe), and progress monitoring with STAR, MTSS, iStation, small group/differentiated instruction documentation, grade recovery documentation, interim and report card grades. The SBLT will monitor to ensure students' success.
Person Responsible	Tracy Nelson (tracy.nelson@polk-fl.net)

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 Pilot SIP 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.

Bartow Elementary Academy host an annual volunteer orientation each September to provide parents and community members an overview of the many opportunities they may become involved at school. These include classroom tutoring, clerical work, media center assistant, proctors for testing, and garden club comprised of parent and student volunteers.

BEA has a very active PTA with a large number of members and volunteers. PTA sponsors and hosts many events throughout the year, including Family Movie Night, Walk-A-Thon, Holiday Shoppe, and the spring musical all of which include families being on campus and interacting with staff.

Communicating the school's mission an vision and building positive relationships is also done using the following:

- Student led Portfolio Conferences
- Agendas for daily communication
- Orientation
- ListServ
- Tuesday Folders
- Grade level parent nights
- Parent/Teacher Conferences
- Facebook page
- School Messenger
- School Website
- Chess Club
- Chorus
- A-Team
- Science Night
- Literacy Nlght
- Character Day Parade

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Students social and emotional needs are meet through the life skill lessons as well as character education lessons that take place once a week. Students needing extra support may be paired with a peer, older student, or staff member. Teachers also refer students to the school guidance counselor when they observe students who have needs not being meet by the class lessons and pairings. Guidance may set up individual or small group lessons based on need. Guidance requests services offered by the district if they are needed and refers parents to outside resources on an as-needed basis.

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

Kindergarten Big Step Day is held in May. During this time, parents and students rotate to a variety of activities to help familiarize them with the school and kindergarten expectations. Each student is observed completing various skill activities. Within the first 30 days of school, kindergartners are given the Florida Kindergarten Readiness Test (FLKRS). This tool is used to measure a student's readiness for school.

Fifth graders attend a transition meeting that is hosted by the guidance counselor from the feeder middle

school. They receive information on middle school requirements, programs offered, and are afforded a question/answer session with middle school students. Elective schedules are sent home at the end of the session.

Boy and Girl Scouts will visit to discuss transitioning into middle school. In addition, Stephen Scheloske, principal of Union Academy is our partner in preparing our students for what is facing them as middle school 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.

The process used by the leadership team to identify and align available resources:

1. Planning - The leadership makes decisions about the direction of the school and uses available resources to achieve its goals. This stage provides the school stakeholders with a sense of direction and purpose.
2. Organizing - At this stage of the process, policies and procedures are developed and roles and responsibilities of stakeholders are assigned. The budget is aligned to ensure that funds are used to increase student achievement. The organization of the plan takes place at this stage.
3. Leading - The leading stage is where the leadership facilitates and carries out the plan that has been set in place to ensure things are taking place to meet the needs of the students.
4. Monitoring - At this stage, the school leadership reviews the plan and compares the expected outcomes to the actual outcomes. Personnel may do this with observations and walk throughs. It may also be done with a review of use of funds.

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

N/A

Part V: Budget

Total:

\$0.00