Floral Avenue Elementary School

2018-19 Schoolwide Improvement Plan

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Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

http://schools.polk-fl.net/floral

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 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	55%

School Grades History

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

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.

The Mission Statement of Floral Avenue Elementary is to provide a supportive learning environment for all children to ensure that they become productive, responsible citizens in an ever-changing world.

Provide the school's vision statement.

In accomplishing our mission, students at Floral Avenue Elementary will:
• Be punctual, attend school regularly, and come prepared with homework and supplies.
• Follow school rules.
• Work cooperatively with other students.
The curriculum and instruction of the school will:
• Provide rigorous, relevant learning activities based on the Florida Standards.
• Challenge students and nurture creative thinking.
• Provide academic continuity across the grade levels.
• Provide extra assistance for students in need of additional academic support.
Student success will be fostered in a climate in which:
• All adults promote an enriching, comfortable, challenging learning environment.
• Staff members work as a team to continually improve instruction.
• Business partners, volunteers and families work cooperatively for the benefit of all students.

School Leadership Team

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

Name	Title
Brown, Lantandrier	Instructional Coach
Ruhl, Tammy	Assistant Principal
Eckman, Rebekah	Principal
Reynolds, Nancy	School Counselor
Bearden, Melissa	Instructional Coach

Duties

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

The principal chairs the Leadership Team. The Assistant Principal and two instructional coaches provide the data that will be analyzed. The guidance counselor provides updates on students who are receiving tier 3 services and being monitored by the MTSS team.

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

Date this data was collected
Thursday 7/5/2018

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	17	10	7	9	14	16	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	6	0	0	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	35	44	31	0	0	0	0	0	0	0	110

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	1	9	2	0	0	0	0	0	0	0	12

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	17	10	7	9	14	16	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	6	0	0	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	35	44	31	0	0	0	0	0	0	0	110

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	1	9	2	0	0	0	0	0	0	0	12

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?

Our lowest 25% of students did not make significant learning gains in math. This is the first year those students have not met the set goal in that area.

Which data component showed the greatest decline from prior year?

Our lowest 25% of students in math showed the greatest decline from the previous year.
The students who were in 4th grade showed the greatest decline in reading and math based on their scores from the previous year when they were in 3rd grade.

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

Math learning gains of the lowest 25% of students had the biggest gap when compared with the state average.

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

The science data showed the most improvement. This is a trend that every alternating year, we are above the state average.

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

Our 5th grade team departmentalized and the two teachers teaching Science participated in professional developments and grant opportunities to increase student understanding of the content area.

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	54%	50%	56%	48%	48%	52%
ELA Learning Gains	51%	51%	55%	51%	49%	52%
ELA Lowest 25th Percentile	48%	45%	48%	51%	42%	46%
Math Achievement	56%	58%	62%	61%	54%	58%
Math Learning Gains	51%	56%	59%	70%	52%	58%
Math Lowest 25th Percentile	26%	44%	47%	59%	41%	46%
Science Achievement	64%	53%	55%	55%	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 (17)	0 (10)	0 (7)	0 (9)	0 (14)	0 (16)	0 (73)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (5)	0 (5)
Course failure in ELA or Math	0 (2)	0 (6)	0 (0)	0 (0)	0 (0)	0 (0)	0 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (35)	0 (44)	0 (31)	0 (110)

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	59%	51%	8%	57%	2%
	2017	61%	53%	8%	58%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	49%	48%	1%	56%	-7%
	2017	42%	51%	-9%	56%	-14%
Same Grade Comparison		7%				
Cohort Comparison		-12%				
05	2018	48%	50%	-2%	55%	-7%
	2017	49%	44%	5%	53%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	56%	-1%	62%	-7%
	2017	49%	58%	-9%	62%	-13%
Same Grade Comparison		6%				
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2018	48%	57%	-9%	62%	-14%	
	2017	58%	60%	-2%	64%	-6%	
Same Grade Comparison		-10%					
Cohort Comparison		-1%					
05	2018	57%	56%	1%	61%	-4%	
	2017	49%	47%	2%	57%	-8%	
Same Grade Comparison		8%					
Cohort Comparison		-1%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	63%	51%	12%	55%	8%	
	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
SWD	30	49	54	34	35	14	52				
ELL	38	64		50	57						
BLK	42	36	38	41	47	17	52				
HSP	53	57	64	56	57		70				
WHT	61	54	41	61	49	40	64				
FRL	53	50	48	55	55	26	61				

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	34	65	71	35	59	50	40				
ELL	32	47		50	65						
BLK	32	43	55	32	55	56	15				
HSP	50	59	65	57	64	58	46				
WHT	64	69	71	61	63	62	64				
FRL	46	54	61	50	61	51	38				

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	Math proficiency
Rationale	The math proficiency has not increased as students are moving up in the grade levels.
Intended Outcome	The intended outcome is that the math proficiency will increase between grade levels.
Point Person	Rebekah Eckman (rebekah.eckman@polk-fl.net)

Action Step

Description	Hire a Math coach with experience in supporting teachers in increasing their math knowledge and practices. Collaborative planning to include a focus on small group instruction and effective teaching strategies. Using grade level and vertical teams during professional development to ensure students are mastering the grade level standard expectations. Providing tutoring in math with an emphasis on the students who are in the lowest 25%. Holding parent events to focus on supporting students with math at home using Title 1 funding.
Person Responsible	Melissa Bearden (melissa.bearden@polk-fl.net)

Plan to Monitor Effectiveness

Description	Planning agenda Lesson plan checks Classroom observations Tutoring Attendance Parent events focused on math support at home
Person Responsible	Melissa Bearden (melissa.bearden@polk-fl.net)

Activity #2	
Title	Reading growth between 3rd and 4th grades
Rationale	Students are not making learning gains or maintaining proficiency they had in 3rd grade in the area of ELA.
Intended Outcome	Students will maintain proficiency levels and/or make learning gains after one additional year of instruction.
Point Person	Rebekah Eckman (rebekah.eckman@polk-fl.net)

Action Step	
Description	Hire an ELA coach who is familiar with ELA standards and can support teachers in effective ELA strategies. Collaborative planning with grade level focusing on small group instruction and highly effective teaching strategies. Provide subs to allow teachers to plan in depth lessons for students who are struggling with ELA. School-wide writing plan implementation to focus on end of the year grade level writing expectations as created through vertical teams. Increase monitoring with fidelity of AR program practices to ensure students are reading at appropriate yet challenging levels. Use paraprofessionals to support students in small group instruction during the school day. Parent events to encourage parents and students to read as well as explain grade level expectations in reading and writing using Title 1 funds.
Person Responsible	Lantandrier Brown (lantandrier.brown@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Planning agenda Lesson plan checks Classroom observation Writing samples Curriculum planning days for teachers Parent events focused on supporting students in ELA. ELA coach Paraprofessional support for students
Person Responsible	Lantandrier Brown (lantandrier.brown@polk-fl.net)

Activity #3	
Title	Lowest 25% learning gains
Rationale	Our students in the lowest 25% of our data are not making the learning gains in reading and math needed in order to close the gap and be successful in their academics.
Intended Outcome	Increase the number of students in the lowest 25% who are making learning gains in the areas of reading and math.
Point Person	Rebekah Eckman (rebekah.eckman@polk-fl.net)

Action Step	
Description	Collaborative planning focused on standard expectations and high yield strategies for small group instruction. Data chats with teachers and students to monitor students achievement and gains on grade level standards. Tutoring for students in the lowest 25th percentile of reading and math.. Purchasing materials for tutoring using Title 1 funding. Use and monitor AR and IStation with fidelity in standards that are weak based on data. Increase the Media center book selection to include high interest books on a variety of levels to increase reading engagement among struggling students. Parent conferences and events to provide information on how to support students at home with reading and math. Professional development for leadership team to provide support for teachers in highly effective teaching strategies for the lowest 25% of students using Title 1 funds.
Person Responsible	Lantandrier Brown (lantandrier.brown@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Planning agenda AR reports printed using Title 1 funding for ink Tutoring and classroom lesson plan check Classroom observation Tutoring curriculum using Title 1 funds LSI conference using Title 1 funds for leadership team Media Center books
Person Responsible	Melissa Bearden (melissa.bearden@polk-fl.net)

Activity #4	
Title	Attendance of students
Rationale	15% of the student population (73 students) missed more than 90% of the school year which affects academic progress.
Intended Outcome	The intended outcome is to reduce the number of students who are missing more than 90% of the school year by 5% to less than 10% of the school population (about 50 kids).
Point Person	Rebekah Eckman (rebekah.eckman@polk-fl.net)

Action Step	
Description	Professional development with staff and building and improving relationships with students who come from poverty. Using DRUMBEAT program to support students with frequent tardies. Collaboration with school social worker to provide support to families who struggle with attendance. Individual or small group support for students who demonstrate high absences. Using Title 1 funds, hold parent events to involve families in the school culture so they are willing to support student attendance. Using agendas as a daily communication tool between school and families.
Person Responsible	Tammy Ruhl (tammy.ruhl@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Weekly attendance reports Classroom observation Parent events Agendas
Person Responsible	Tammy Ruhl (tammy.ruhl@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.

Floral plans on having multiple events to encourage parents to learn how to support their child's academic success. Conferences will be held with every parent throughout the school-year. Teachers will make positive phone calls to families within the first 4 weeks of school. Family engagement activities will be planned throughout the year to encourage families to come and interact with other families and staff members. Community members will be invited to mentor our students on a regular basis.

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.

Our school ensures that the social-emotional needs of identified students are being met in a number of ways. Our on-site guidance counselor meets with individual students and small groups of students regarding immediate needs. We have a very strong mentoring program in place where we pair a student with a specific need to an adult that is able to volunteer at least one hour a week. During that hour students and mentors often each lunch together, read together, and build lasting relationships as mentors offer needed encouragement. Students who are identified as having a need of food, clothing, or shoes are met with discreetly and on an individual basis. Our school provides extra-curricular opportunities that students can participate in that aide in promoting healthy well rounded citizens. They range from groups that meet weekly such as chess, patrols, chorus, social skills and technology, to opportunities that arise throughout the year such as county level art shows, speech contests, and science expositions.

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

Floral Avenue partners with area preschools to ensure a smooth pre-kindergarten to kindergarten transition. A teacher liaison shares information with preschool representatives for curriculum alignment. Flyers are sent home with all students at the preschools, as well as with all Floral Avenue students. In addition, Floral Avenue hosts visits from area preschools and holds a spring kindergarten pre-registration/roundup. School funds are used to provide materials for kindergarten transition activities. Our Title I Facilitator visited feeder pre-schools and day care centers to personally invite parents to Kindergarten Round-Up.
During the first few days of school, new kindergarten students take walking field trips to learn about the school and the school rules. During kindergarten family night, the families are invited to visit their child's classroom and learn about classroom expectations and instructional curriculum. Classroom teachers administer state readiness test (FLKRS) within the first thirty days of school. In addition, students are given a teacher-created ongoing assessment three times per year, which evaluates their knowledge base and allows the teacher to plan instruction according to students' needs.
The effectiveness of the transition plan will be evaluated by an increase in the number of kindergarten students who enter school at the readiness level as measured by FLKRS.
Floral Avenue partners with Bartow Middle School to promote activities to the 5th grade students throughout the school year and summer to ensure that the transition to middle school is smooth and successful.

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.

Title I, Part A Title I, Part A, funds school-wide services to Floral Avenue Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.
Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title IX- Homeless The Hearth program, funded through Title IX, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the

Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

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

Guest speakers are invited to share about careers with students. Students have opportunities to try out possible career paths with jobs on campus such as the TV news show and patrols. Skills needed for vocational and technical programs are integrated through out the content areas with emphasis on skills from areas such as the mathematical practices. Strategies for improving student readiness for postsecondary level are all academic and social skills provided through out the school day. Our school participates in Great American Teach In to ensure students are exposed to a variety of careers and opportunities.