

Polk County Public Schools

Elbert Elementary School



2018-19 Schoolwide Improvement Plan

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Elbert Elementary School

205 15TH ST NE, Winter Haven, FL 33881

<http://schools.polk-fl.net/elberte elementary>

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	71%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	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 of Elbert Elementary School is to ensure all students reach their highest academic potential through a consistent, pervasive, and rigorous curriculum that meets the needs of diverse learners.

Provide the school's vision statement.

The vision of Elbert Elementary School is to provide a school culture that includes a challenging curriculum that meets diverse learning styles in a safe and nurturing environment which will enable all students to become productive citizens of the twenty-first century.

School Leadership Team

Membership

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

Name	Title
Dawson, William	Principal
Persaud, Kimberly	Assistant Principal
Smith, Pam	Instructional Media
Sheffield, Kristan	Instructional Coach

Duties

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

The Leadership Team at Elbert Elementary which consists of the Principal and Assistant Principal as well as the Reading Coach, Title 1 Tutor and Media Specialist practice the Principles of Learning, Teaching and Curriculum using the 5 Step Coaching process to Improve Student Achievement. The team focuses on teacher needs and student achievement. The Team will gather and analyze evidence, conduct coaching conversations, design action plans and monitor the action plans.

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/16/2018

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	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	9	18	0	0	0	0	0	0	0	27

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	9	14	0	0	0	0	0	0	0	23

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	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	9	18	0	0	0	0	0	0	0	27

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	9	14	0	0	0	0	0	0	0	23

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?

Science No

Which data component showed the greatest decline from prior year?

Science

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

Science

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

Reading No

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

STAR, ISTATON and AR Implementation and Focus

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	49%	50%	56%	44%	48%	52%
ELA Learning Gains	50%	51%	55%	47%	49%	52%
ELA Lowest 25th Percentile	43%	45%	48%	38%	42%	46%
Math Achievement	58%	58%	62%	49%	54%	58%
Math Learning Gains	57%	56%	59%	45%	52%	58%
Math Lowest 25th Percentile	40%	44%	47%	40%	41%	46%
Science Achievement	31%	53%	55%	38%	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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (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 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (9)	0 (18)	0 (27)

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	50%	51%	-1%	57%	-7%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	49%	48%	1%	56%	-7%
	2017	45%	51%	-6%	56%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-8%				
05	2018	40%	50%	-10%	55%	-15%
	2017	43%	44%	-1%	53%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	56%	1%	62%	-5%
	2017	48%	58%	-10%	62%	-14%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	61%	57%	4%	62%	-1%
	2017	58%	60%	-2%	64%	-6%
Same Grade Comparison		3%				
Cohort Comparison		13%				
05	2018	48%	56%	-8%	61%	-13%
	2017	52%	47%	5%	57%	-5%
Same Grade Comparison		-4%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	51%	-24%	55%	-28%
	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	35	40	33	39	29	25				
ELL	48	48		61	64						
BLK	33	45	39	44	50	38	15				
HSP	64	48		74	57		42				
MUL	25	25		50	67						
WHT	65	65		67	67		48				
FRL	43	46	40	55	53	40	27				

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	19	36	38	29	39	21	22				
ELL	35	55		44	68						
BLK	36	36	42	45	60	50	33				
HSP	49	57	55	56	67	62	36				
MUL	77			69							
WHT	70	65	55	64	68		70				
FRL	45	45	45	53	69	55	37				

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	FSA Science Achievement
Rationale	Elbert Students were at 31% proficiency on the 2017-18 FCAT 5th Grade Exam. The State average was 55%.
Intended Outcome	Elbert Students will show significant growth in Science Achievement
Point Person	William Dawson (william.dawson@polk-fl.net)
Action Step	
Description	Focus on integrating science into the ELA block. Increased emphasis on Science Vocabulary. Increase background knowledge. Master schedule focus on a Science Teacher teaching 3 groups a day. Monitor and assess science progress throughout the year.
Person Responsible	William Dawson (william.dawson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Walk throughs, Rigorous lesson plans, Science PD, Science assessments throughout the year.
Person Responsible	William Dawson (william.dawson@polk-fl.net)
Activity #2	
Title	ELA Proficiency Achievement
Rationale	Elbert Elementary needs to continue to raise ELA scores as measured by FSA and STAR Assessments. Elbert was at 49%. The State was at 56%.
Intended Outcome	Elbert will continue an upward trend in ELA achievement.
Point Person	William Dawson (william.dawson@polk-fl.net)
Action Step	
Description	Elbert will loop teachers in 3rd to 4th and 4th to 5th to continue the development of student growth. Focus on increasing Accelerated Reader and STAR student proficiency percentages. Drill down on rigor and relevance in curriculum planning/focusing on the Benchmarks in PD.
Person Responsible	William Dawson (william.dawson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Increased monitoring of STAR and AR data, lesson plans and delivery and walk throughs with an emphasis on student learning..
Person Responsible	William Dawson (william.dawson@polk-fl.net)

Activity #3	
Title	Mathematics Proficiency Achievement
Rationale	Elbert needs to continue to improve in mathematics proficiency based on FSA Score achievement and STAR assessments. Elbert was at 58%. The State was at 62%.
Intended Outcome	Elbert will continue to increase math proficiency.
Point Person	William Dawson (william.dawson@polk-fl.net)
Action Step	
Description	Elbert will loop Highly Effective Teachers from 3rd to 4th and 4th to 5th to increase student growth. Elbert PD will focus on teacher understanding of rigor and relevance in teaching the benchmarks.
Person Responsible	William Dawson (william.dawson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Elbert will monitor effectiveness by walk throughs, STAR Assessments drill downs and monitoring student participation and understanding.
Person Responsible	William Dawson (william.dawson@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.

ESSA Addressed

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.

Adult and high school mentors are provided for those students, especially boys that have academic or behavioral problems. The guidance counselor also has a number of students who are on a "Check-in/Check-out" program with her on a daily basis.

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

Elbert Elementary hosts an annual Kindergarten Round-Up in which students and parents are invited to participate in a morning of engaging activities. Parent involvement funds from the Title I budget are used

for funding the round-up. Parent awareness of school transition activities is made available from school newsletters, school marquee, and newspaper articles. Tours of the school and kindergarten classrooms are provided. Parents are provided with kindergarten readiness skills and parental involvement opportunities. Early screening, prior to the beginning of the school year is provided to assist teachers with data to prepare for the incoming kindergarten students. Kindergarten teachers assess students individually on letter and sound recognition, listening comprehension, phonemic awareness, and basic number sense. The assessments are used to determine student readiness and placement. During the first 30 days of school, kindergarten teachers administer the FLKRS assessment. Data from FLKRS will be used by kindergarten teachers and administration to determine readiness for school and to guide instruction. Parents are requested to provide feedback for suggestions to improve or expand the transition process. Elbert Elementary has one VPK and two Pre-K ESE classrooms on the campus site. The ESE Pre-K assists students who are developmentally delayed in acquiring readiness skills.

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 school leadership team analyzes data throughout the year and makes decisions periodically as to extra support needed for certain groups. Examples of this would be before school, after school tutoring and In school tutoring with Title 1 staff. Support is given to classroom teachers based on student performance.

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

Elbert uses the Great American Teach-In to foster awareness of the many career choices students might make. Each classroom generally has at least 3 speakers.

Part V: Budget

Total:	\$0.00
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