Frostproof Elementary School

2018-19 Schoolwide Improvement Plan

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Frostproof Elementary School

118 3RD ST W, Frostproof, FL 33843

fes.polk-fl.net

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-2	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	58%

School Grades History

Year

Grade

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 at Frostproof Elementary is to provide all students with learning experiences that result in high student achievement by demonstrating mastery of their grade level Florida Standards.

Provide the school's vision statement.

The vision at Frostproof Elementary is for all students to acquire the necessary academic and social skills to graduate with a high school diploma allowing them to be college and career ready.

School Leadership Team

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

Name	Title
Meyers, Dart	Principal
Chapman, Tina	Assistant Principal
Wrye, Debbie	Instructional Media
Avery, Ashley	Teacher, K-12
Fugate, Jennifer	Instructional Coach
Johnson, Oleda	Paraprofessional
Thornton, Felecia	School Counselor
Mullis, Candiss	Teacher, K-12
McKenzie, Yvonne	Teacher, K-12
Guillen, Silvia	Paraprofessional

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based leadership team is implementing RTI, conducts assessment of RTI skills of RTI skills of school staff, ensures implementation of invention support and documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding professional development to support RTI implementation and communicates with parents regarding school-based RTI plan activities.

Assistant Principal: Supports a common vision for the uses of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures the implemtation of intervention support and documentation, ensures adequate professional development to support RTI implentation and communicates with parents regarding school-based RTI plans and activites.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 material/instruction with Tier 2/3 activites.

Instructional Coach: Participates in data discusions with staff, provides instruction support and

coaching to help provide timely professional development to help our teachers become more effective in the classroom.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervetion with individual students.

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	36	23	28	0	0	0	0	0	0	0	0	0	0	87
One or more suspensions	10	4	14	0	0	0	0	0	0	0	0	0	0	28
Course failure in ELA or Math	15	17	6	0	0	0	0	0	0	0	0	0	0	38
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	6	2	2	0	0	0	0	0	0	0	0	0	0	10

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	7	4	2	0	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	2	16	28	0	0	0	0	0	0	0	0	0	0	46

Date this data was collected
Wednesday 7/25/2018

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	31	23	30	0	0	0	0	0	0	0	0	0	0	84
One or more suspensions	1	4	2	0	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	14	10	7	0	0	0	0	0	0	0	0	0	0	31
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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	31	23	30	0	0	0	0	0	0	0	0	0	0	84
One or more suspensions	1	4	2	0	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	14	10	7	0	0	0	0	0	0	0	0	0	0	31
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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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?

First grade star early literacy performed the lowest. This is not a trend.

Which data component showed the greatest decline from prior year?

Discipline incidents showed the greatest decline from the prior year.

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

NA

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

STAR math in both first and second grade showed most improvement. This is not a trend.

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

Working collaborativley with district math coach, adminstration, and teachers to develop a deeper understanding of the math standards and math assessments.

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Attendance below 90 percent	36 (31)	23 (23)	28 (30)	87 (84)
One or more suspensions	10 (1)	4 (4)	14 (2)	28 (7)
Course failure in ELA or Math	15 (14)	17 (10)	6 (7)	38 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

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	ELA Small group instruction
Rationale	48% of our students below proficiency in ELA.
Intended Outcome	To increase proficiency by 10% by aligning small group instruction with Florida Standards and student data.
Point Person	Tina Chapman (tina.chapman@polk-fl.net)

Action Step	
Description	*Bi- Weekly Collaborative Planning - planning small group instruction/centers - Review small group guide, standards, and depth of knowledge - Analyze Student data and work samples *Walkthroughs - administration providing informal feedback - coach support with feedback, modeling *STAR and Istation data analysis *Title I Literacy Coach will provide student and teacher academic support through collaborative planning, modeling, unpacking standards, instructional strategies, and other rescources. *Classroom para will provide in class student reading support. *Extended learning will target students needing additional support with reading skills. *Additional media library books to add additional books on various content and insterest level for the students. *Title I funded media specialist to provide support with reading, standards, and curriculum.
Person Responsible	Jennifer Fugate (jennifer.fugate@polk-fl.net)

Plan to Monitor Effectiveness	
Description	*collaborative planning agendas *walkthroughs *student data *student work samples *lesson plans
Person Responsible	Jennifer Fugate (jennifer.fugate@polk-fl.net)

Activity #2	
Title	Writing in Math
Rationale	Increase understanding by being able to explain the standard/ learning target through written, oral or illustration.
Intended Outcome	To increase proficiency.
Point Person	Tina Chapman (tina.chapman@polk-fl.net)
Action Step	
Description	*Bi- Weekly Collabrative Planning - planning - student data *Math Journals *Walkthroughs
Person Responsible	Tina Chapman (tina.chapman@polk-fl.net)
Plan to Monitor Effectiveness	
Description	*Module Assessments *Star Data *Checking for understanding for learning target *Walkthroughs/ Journey *Lesson plans
Person Responsible	Tina Chapman (tina.chapman@polk-fl.net)

Activity #3	
Title	MTSS- Attendance and Discipline
Rationale	To increase students attendance, behavior and academics
Intended Outcome	Increase student attendance and decrease dicipline incidents to increase student proficiency.
Point Person	Tina Chapman (tina.chapman@polk-fl.net)

Action Step	
Description	*Monthly attendance meetings *Attendance contracts *Monthly perfect attendance certificates *Monthly Data chats/ RTI intervention meetings *PBiS monthly meetings *Title I Parent and Family Engagement supplies for parent nights. *Student agendas to provide a communication tool with teachers and parents. *Partition for Family Engagement Events. *Title I funds to provide staff to support our Family Media Nights where students and parents come and read books to help build comprehension. *Title I Parent Involvement Para to support our parent communication and parent nights as well as provide translation of forms and in speaking with parents who need support with Spanish.
Person Responsible	Tina Chapman (tina.chapman@polk-fl.net)

Plan to Monitor Effectiveness	
Description	*Analyze student data
Person Responsible	Felecia Thornton (felecia.thornton@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.

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

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.

Teachers alert administration to issues regarding social and emotional needs. Students are referred to the school school counselor to address individual social and emotional needs. A Multi-Tiered System of Support (MTSS) Team is in place to help develop individual behavior plans for students in need. The Drumbeat program has been implemented to promote character building, self esteem and positive leadership skills in students. The chess club is an extra curricular activity that allows students to improve problem solving skills, interpersonal relationships, work ethic and sportsmanship skills. Also, we implement a backpack program which provides needy families with backpacks filled with food items to address the dietary/nutritional needs of students over the weekend. All students are provided free meals (breakfast and lunch) while at school. We have a social worker who assists us with truancy issues to help ensure students are in school and not missing key instructional learning time.

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

Frostproof Elementary has six Head Start teachers, one Pre K resource teacher, a Pre K CDAT Parent Liaison and an onsite Florida First Start Parent Program. Our CDATs earned an Award of Accreditation from the National Accreditation Commission for Early Care and Education Programs. Teachers from local Pre-K programs are invited to observe classrooms and come for an orientation walk through with their students each spring. Kindergarten Roundup is held in the spring each year for upcoming kindergarten students. Incoming kindergarten students can enroll all summer long. Kindergarten students are assessed at the beginning of each year using Star Early Literacy assessment tool. The disaggregated data from the Star Ealry Literacy assessments helps the kindergarten teachers to determine students' acquisition specific skills and knowledge.

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.

We use the data in the school wide data base to determine Tier 2 interventions and as Progress Monitoring for those interventions. Children that show lack of growth in Tier 2 interventions are brought

to the Problem Solving Team and appropriate Tier 3 interventions are determined.

Title I, Part A funds school-wide services to Frostproof Elementary School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, and professional development for the staff and resources for parents.

Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. This year we were able to keep our 2 Migrant Paras based on our Migrant Student Population.

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II
Staff Development funds are provided through the district that schools can request to use in providing training for teachers.

Title III
Services are provided through the district for education materials and English Language Learners(ELL) district support services to improve the education of immigrant and ELL.

Supplemental Academic Instruction (SAI)
Frostproof Elementary utilizes the Supplemental Academic funding to provide additional academic instruction to increase the achievement of non-proficient students. The funding is used to pay for a classroom teacher.

Violence Prevention Programs
The school participates in the district's non-violence and anti-drug program that incorporates field trips and community service.

Nutrition Programs
Frostproof Elementary provides a daily breakfast and lunch program for students.

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

Our school obtains grants, business partners as part of our adopt a class program, and local businesses to present and speak to our students during the Great American Teach In and other times throughout the school year. The grants we receive help us provide activities for the students that involve using technology, math skills, and learning about science. Frostproof Middle/ High School FFA chapter presents AG Literacy Day and Food for America.

Part V: Budget

Total:	**$0.00**