Floral Avenue Elementary School

2020-21 Schoolwide Improvement Plan

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Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

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

Demographics

Principal: Lauren Gekakis

Start Date for this Principal: 5/21/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (50%) 2016-17: B (56%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

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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 and 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Brown, Lantandrier	Instructional Coach	• Continue to conduct planning with teachers to discuss weekly standards, student tasks are aligned with learning targets, success criteria to promote student success and provide resources that they can use at their discretion ? Continue to identify struggling students from specific sub-groups for ELA K-5 grades and push in for grades 4th & 5th per teacher request and students' academic needs ? Assist teachers with progress monitoring their students' academic progress for ELA (specifically struggling students from specific sub-groups) and help them come up with interventions and resources that will help close some of the learning gaps for ELA and determine if the interventions are truly working for the students ? Create a teacher spotlight showcase to show off the great work teachers are doing in their classroom (Student tasks aligned with learning targets, success criteria, small group instructions, text-based and various writing activities, use of technology activities, and social and emotional activities that promotes a positive classroom environment etc.) ? Mentor a few challenging students (Consist of eating lunch with them once per week or checking in with them in their classroom) Just a thought here! ? Assist the new teachers on campus to get accumulated to Floral Avenue Elementary (Will set up weekly or bi-weekly meetings with specific dates and time to meet with the teachers one on one) ? Continue to facilitate the Reading Endorsement Hybrid Courses on campus after school ? Continue to plan after school events for parents and students to attend
Ruhl, Tammy	Assistant Principal	Monitor instruction in the classroom. Support students and teachers in implementing and following PBIS and Code of Conduct. Support teachers with implementing strategies learned in professional development. Support instructional staff struggling to provide instruction to the depth of the state standards.
Eckman, Rebekah	Principal	Monitor instruction in the classroom. Monitor the implementation of highly effective instructional practices in classrooms. Plan for professional development that will increase student achievement Monitor the implementation of strategies learned through professional development in the classrooms. Support instructional staff struggling to provide instruction to the depth of the state standards. Monitor and support leadership team in fulfilling their roles and responsibilities.
Reynolds, Nancy	School Counselor	• Create social/emotional learning through classroom lessons, small groups, and individual counseling. • Facilitate RTI/MTSS process for academics through data tracking, meetings, collaboration with teachers

Name	Title	Job Duties and Responsibilities
		• Assisting staff with students regarding social/emotional, academic, and behavioral issues. Collaborate to make individualized plans as student needs arise (Tier 3 academic interventions, behavior contracts, FBAs, etc.) • High need/threat response when needed. Follow-up threat assessments, resources, counseling, etc. • Work with families in need for food, resources, outside services, etc.
Harvard, Zachary	Instructional Coach	• Facilitate/support collaborative planning and PLC's to ensure we are meeting the needs of all leaners • Facilitate data-driven decisions schoolwide using multiple sources to actively monitor all students and prioritized subgroups progress • Analyzes student math data to measure learning gains and prioritized the areas of needs • Plan/Facilitate engaging school community events to build their capacity for active involvement and academic support • Build and foster a positive relationship with all stakeholders • Provide information to stakeholders regarding curriculum, testing, and student support
Schraw, Christine	Other	ESE facilitator: • Promote inclusion of SWDs in the general education environment • Model small group instruction to ESE students in general education classes, as well as a pullout setting • Monitor individual SWD's discipline record and schedule IEP meetings to discuss patterns of behavior • Provide training to regular education teachers on IEPs and provision of ESE services in the gen ed setting • Collaborate with School Counselor to ensure SWDs are correctly scheduled in classes • Collaborate with School Counselor to ensure SWDs receive test waivers, when appropriate (Secondary) • Provide oversight for Request for Support/Consultation for SWDs and/or school, as needed

Demographic Information

Principal start date
Thursday 5/21/2020, Lauren Gekakis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
44

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
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Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	89	75	75	88	94	87	0	0	0	0	0	0	0	508
Attendance below 90 percent	13	11	7	12	8	9	0	0	0	0	0	0	0	60
One or more suspensions	1	2	2	3	5	4	0	0	0	0	0	0	0	17
Course failure in ELA	20	13	4	25	11	22	0	0	0	0	0	0	0	95
Course failure in Math	9	9	2	26	16	5	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide ELA assessment	0	0	0	4	8	22	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	3	20	16	0	0	0	0	0	0	0	39
December 2019 Star Reading level 1	0	0	0	16	10	13	0	0	0	0	0	0	0	39
December 2019 Star Math level 1	0	0	0	12	12	11	0	0	0	0	0	0	0	35

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	1	0	3	9	18	18	0	0	0	0	0	0	0	49

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	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 5/21/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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	
Students retained two or more times	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	55%	51%	57%	52%	51%	55%
ELA Learning Gains	55%	51%	58%	60%	53%	57%
ELA Lowest 25th Percentile	48%	49%	53%	65%	50%	52%
Math Achievement	55%	57%	63%	53%	58%	61%
Math Learning Gains	63%	56%	62%	61%	57%	61%
Math Lowest 25th Percentile	41%	47%	51%	57%	49%	51%
Science Achievement	54%	47%	53%	47%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	52%	2%	58%	-4%
	2018	59%	51%	8%	57%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	44%	48%	-4%	58%	-14%
	2018	49%	48%	1%	56%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				
05	2019	61%	47%	14%	56%	5%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		13%				
Cohort Comparison		12%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	62%	-16%
	2018	55%	56%	-1%	62%	-7%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	58%	56%	2%	64%	-6%
	2018	48%	57%	-9%	62%	-14%
Same Grade Comparison		10%				
Cohort Comparison		3%				
05	2019	56%	51%	5%	60%	-4%
	2018	57%	56%	1%	61%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		8%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	45%	12%	53%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	63%	51%	12%	55%	8%
Same Grade Comparison	-6%					
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	36	45	41	35	51	38	24				
ELL	42	58		48	46						
BLK	38	52	56	38	55	56	30				
HSP	55	56	57	57	64	46	54				
WHT	64	56	31	63	67	27	67				
FRL	46	51	53	46	60	50	48				
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				

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)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	46
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	57
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
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	54
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	53
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.

According to the 2019 testing data, ELA and Math lowest 25% were below the district and state average. While increases were seen, the growth was not aligned with the rest of the school data. This is not a trend for our school as our learning gains are normally our strength.
According to ESSA, our students with disabilities are below the 41% target and need to be monitored. When looking at testing data of the SWD subgroup, the weakest area was Science which relies a lot on comprehension skills. Also, little to no support is given to those students in the classroom by an ESE teacher.

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

Between 2018 and 2019, Science showed the biggest decline. Reading comprehension became a factor in the Science test and the new Science scores aligned with reading proficiency. There is no outside support for Science through academic coaches or tutoring.

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.

4th grade ELA had one of the biggest gaps when compared to the state average. In reviewing trend data, this has been an issue for the past 3 years. A focus has been put on writing, as writing is added to the 4th grade ELA score. This additional standard could be creating a difference in the scores and causing a decrease in students who are scoring proficient.

Also, 3rd grade math had one of the biggest gaps when compared to the state average. This is a new trend as math has been a strength of 3rd grade. A math coach was added to support all grade levels in ensuring students are meeting the standards for that subject.

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

Math learning gains and lowest 25% learning gains showed the most improvement in our overall school grade component. A math coach was hired for the 2018-2019 school year. The focus for the school year was to use small group instruction to support students who were not mastering foundational standards in order to have them succeed. Real world problem solving skills was also a focus to help students move beyond rote math skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two areas of concern are attendance below 90% and the number of course failures in ELA and Math.

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

1. Attendance
2. Learning gains in ELA and Math for 5th grade students.
3. Students with disabilities increasing in proficiency
4. Continuing to increase learning proficiency in ELA and math for 3rd-5th grade students.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	According to the Early Warning System, the number of students who had less than 90% attendance rate for the 2019-2020 school year was 12% of our population. If students are not in school, they miss the instruction provided by the teacher and can fall behind the fundamentals of the standards they will need to be successful the entire year of school.
Measurable Outcome:	The percentage of students who are missing 90% or more of the school year should be no more than 6% of the students for the entire 2020-2021 school year.
Person responsible for monitoring outcome:	Rebekah Eckman (rebekah.eckman@polk-fl.net)
Evidence-based Strategy:	Administration and guidance will monitor weekly attendance using FOCUS. Guidance will provide MTSS for students who are frequently absent, moving them to Tier 2 and Tier 3 interventions based on their attendance. The school will implement monthly incentives for students with perfect attendance.
Rationale for Evidence-based Strategy:	All teachers will monitor attendance the way they monitor academics and behavior, using the MTSS approach to allow students to have a Tier 1 support/incentive. If that support doesn't show progress, Tier 2 and Tier 3 interventions will be implemented. Consistent monitoring will help find students early to allow for them to miss less school and become more successful academically.

Action Steps to Implement

Weekly monitoring of attendance through reports. Weekly attendance will be reviewed by guidance, administrators, and academic coaches to determine if additional support is needed.

Person Responsible Nancy Reynolds (nancy.reynolds@polk-fl.net)

Student attendance incentives will be given on a weekly, monthly, and quarterly basis. Incentives will be given as a whole class (tier 1), small group (Tier 2) or individually (tier 3) based on the data reviewed.

Person Responsible Nancy Reynolds (nancy.reynolds@polk-fl.net)

MTSS monitoring for students who consistently miss school will take place using parent/teacher communication, as well as outside agencies and district support staff, such as social workers.

Person Responsible Nancy Reynolds (nancy.reynolds@polk-fl.net)

Parent communication through letters and phone messaging system to inform parents of their child's attendance on a regular basis.

Person Responsible Rebekah Eckman (rebekah.eckman@polk-fl.net)

Provide online lessons for students as needed using technology to help students who might miss school stay academically involved.

Person Responsible Tammy Ruhl (tammy.ruhl@polk-fl.net)

Increase family involvement events during and after school with make and take materials and traveling shows (such as MOSI or Orlando Science, or Omegaman) provided by the school for parents to learn about how to help their students at home.

| **Person Responsible** | Tammy Ruhl (tammy.ruhl@polk-fl.net) |

Purchase agendas to support communication between home and school.

| **Person Responsible** | Zachary Harvard (zachary.harvard@polk-fl.net) |

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Our 5th grade students will need to show learning gains in ELA and Math this school year. This will be documented in our school grade information for the 2020-2021 school year. The students in this grade level will need additional support after missing months of small group, targeted instruction in the 19-20 school year. According to the data was have for these students from their 3rd grade year, many of them were below proficiency level.
Measurable Outcome:	The 5th grade students will increase their learning gains by 5% in ELA and Math as measured by the FSA in the Spring of 2021.
Person responsible for monitoring outcome:	Rebekah Eckman (rebekah.eckman@polk-fl.net)
Evidence-based Strategy:	Teachers will provide targeted small group instruction using state standards based on data from progress monitoring. Core instruction will align with state standards. Monthly MTSS data chats will take place with teachers so they know how each student is performing and growing Learning targets and Target/Task alignment will occur during all instruction in the classroom Extended learning will be offered to all students to help increase or maintain learning gains for the 5th grade standards.
Rationale for Evidence-based Strategy:	By knowing where each student is performing and planning core and remedial instruction, students will grow to meet the grade level standards. Additional planning time will be provided each quarter to allow teachers to dissect data and plan without time constraints and interruptions. Monthly data chats will occur to help teachers keep struggling students at the forefront and plan for additional instruction. Materials for extended learning will be purchased based on standards students are struggling with to allow for additional time for students to master the standard.

Action Steps to Implement

Monthly MTSS data chats will occur to ensure teachers know where students are performing and what standards they are struggling to master.

Person Responsible	Nancy Reynolds (nancy.reynolds@polk-fl.net)

The ELA academic coach will support teachers to plan for core and supplemental instruction that meet the grade level standards.

Person Responsible	Lantandrier Brown (lantandrier.brown@polk-fl.net)

The math academic coach will support teachers to plan for core and supplemental instruction that meet the grade level standards.

Person Responsible	Zachary Harvard (zachary.harvard@polk-fl.net)

Provide extended learning to students. Students participating in extended learning will be provided IReady materials in reading and math that align with state standards and provide instruction in areas of weakness based on classroom data.

Person Responsible	Zachary Harvard (zachary.harvard@polk-fl.net)

Provide substitutes for classrooms to allow for quarterly planning and data review time with all teachers.

Person Responsible Rebekah Eckman (rebekah.eckman@polk-fl.net)

All teachers participate in a Book Study (Poor Students, Richer Teaching) that supports highly effective engagement strategies for all students.

Person Responsible Rebekah Eckman (rebekah.eckman@polk-fl.net)

Purchase additional high interest media books to encourage students to practice reading comprehension throughout the school day and at home.

Person Responsible Lantandrier Brown (lantandrier.brown@polk-fl.net)

Paraeducator support will be provided to students to allow for mastery of grade level standards.

Person Responsible Tammy Ruhl (tammy.ruhl@polk-fl.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	When reviewing the ESSA data, our students with disabilities our not making proficiency targets of 41%. Reading proficiency is the lowest area for students with disabilities. Since our school has a large population of students with disabilities (17%), our entire school must work together to ensure they are being successful at the grade level standards.
Measurable Outcome:	Our students with disabilities will increase in their proficiency from 39% to 41% as measured by standardized testing.
Person responsible for monitoring outcome:	Rebekah Eckman (rebekah.eckman@polk-fl.net)
Evidence-based Strategy:	Students with disabilities will be given targeted small group instruction in areas of weakness. The school will provide inclusion training and support with general education and ESE teachers. Extended learning opportunities will be given all year long. Promote student access to general education classroom and curriculum based on student data Grade level texts to provide additional opportunities for students to practice reading comprehension
Rationale for Evidence-based Strategy:	Students with disabilities require additional support to identify and target weak academic areas based on learning styles. Staff need to be trained in how to work together to identify their own personal strengths and how they can work together to support students. Students with disabilities need to be provided a variety of cross curricular texts (Science, non-fiction, fantasy, historical, etc) to increase their vocabulary and comprehension skills.

Action Steps to Implement

Monthly meetings with ESE teachers to discuss progress monitoring data and determine if student progress towards mastery of standards is being made.

Person Responsible	Tammy Ruhl (tammy.ruhl@polk-fl.net)

Inclusion training for general education and ESE teachers to support maximizing teachers' strengths and knowledge in the classroom

Person Responsible	Christine Schraw (christine.schraw@polk-fl.net)

Provide extended learning opportunities/tutoring for students using the IReady curriculum books to allow for mastery of grade level standards.

Person Responsible	Zachary Harvard (zachary.harvard@polk-fl.net)

Review student data and IEP plans to determine access to general education classroom as appropriate based on students needs.

Person Responsible	Christine Schraw (christine.schraw@polk-fl.net)

Scheduling of ESE support to maximize the adults' time spent directly with students.

Person Responsible	Rebekah Eckman (rebekah.eckman@polk-fl.net)

Purchasing science based subscription (Studies Weekly) for grades 3-5 to support cross curricular instruction in comprehension.

Person Responsible Lantandrier Brown (lantandrier.brown@polk-fl.net)

Purchase supplemental instructional materials (Wonderwork kits) for students to support small group learning on grade level standards

Person Responsible Tammy Ruhl (tammy.ruhl@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining priority identified earlier is increasing proficiency in ELA and Math for all 3rd through 5th grade students. All classroom teachers will be provided with targeted planning time with the academic coaches to support analyzing data to determine which standards students are struggling with. Materials will be purchased that align with providing small group support to help students master the standards. By purchasing and using supplemental materials aligned with standards, students will have additional time to master the expected grade level standards. Each grade level will host an academic evening event to allow parents to come and learn about the grade level standards and expectations for that grade. Parents will participate in make and take sessions, as well as review their child's progress towards meeting grade level standards.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Floral Avenue uses our parent family engagement plan to help design a culture and environmentthat welcomes all parents and families. We recently had a PTO re-established to increase business partnerships. They are working to increase their membership through hosting family evening events and training parents to be a school volunteer. Our PBS committee is committed to increasing the positive culture and expectations from our staff and students. They are creating a handbook that will support teachers, videos and positive consequences to support students, and slideshows and social media communication to support parents. We are also working to increase our parent teacher communication through a variety of technical outlets such as social media and district based messaging systems. The staff will be redesigning after school and evening activities to increase parental involvement with student learning. Make and take

events will provide families with activities to do at home to support learning. All teachers will participate in a book study to help reinforce classroom culture that is open, inviting, and welcoming to all students. This will also help embrace the teacher-parent-student relationship building. Each class will have social emotional learning daily using Sanford Harmony, Zones of Regulation, and/or Precious Not Prickly curriculum. Leadership will work to get attendance incentives from community businesses partners to celebrate students who make learning a priority. Finally, we will work with community business partners and our PTO to increase the number of students who participate in our mentor program.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.