Floral Avenue Elementary School

2021-22 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: 8/1/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
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.
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.
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
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,

Name	Position Title	Job Duties and Responsibilities
		meetings, collaboration with teachers • 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.
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
Lee, Alissa	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

Demographic Information

Principal start date
Tuesday 8/1/2017, 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.*
3

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.*

5

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

530

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	51	80	90	74	89	99	0	0	0	0	0	0	0	483
Attendance below 90 percent	0	21	31	22	19	31	0	0	0	0	0	0	0	124
One or more suspensions	0	2	2	1	5	7	0	0	0	0	0	0	0	17
Course failure in ELA	4	7	16	7	25	11	0	0	0	0	0	0	0	70
Course failure in Math	4	0	3	2	12	11	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	15	19	16	18	34	0	0	0	0	0	0	0	102

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	4	10	14	7	7	20	0	0	0	0	0	0	0	62

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	5	3	0	3	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used was STAR Reading, STAR Early Literature, and STAR Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	67	63
	Economically Disadvantaged	45	67	59
	Students With Disabilities	11	58	50
	English Language Learners	22	56	56
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	70	55
	Economically Disadvantaged	65	68	54
	Students With Disabilities	44	50	55
	English Language Learners	75	63	50

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	95	84	82
	Economically Disadvantaged	96	81	74
	Students With Disabilities	75	71	88
	English Language Learners	75	60	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	58	57
	Economically Disadvantaged	55	57	52
	Students With Disabilities	50	47	38
	English Language Learners	40	60	60

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	59	44
	Economically Disadvantaged	42	50	35
	Students With Disabilities	13	19	18
	English Language Learners	11	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	56	45
	Economically Disadvantaged	42	49	38
	Students With Disabilities	8	13	6
	English Language Learners	33	30	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	40	37
	Economically Disadvantaged	27	35	28
	Students With Disabilities	20	13	15
	English Language Learners	22	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	38	41
	Economically Disadvantaged	29	27	33
	Students With Disabilities	28	25	27
	English Language Learners	33	50	33

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	43	40
	Economically Disadvantaged	33	33	24
	Students With Disabilities	30	19	24
	English Language Learners	14	25	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	47	42
	Economically Disadvantaged	32	38	33
	Students With Disabilities	13	26	10
	English Language Learners	25	44	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	49	49	55
	Economically Disadvantaged	49	41	51
	Students With Disabilities	29	26	31
	English Language Learners	51	47	53

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

3rd grade and up significantly drops in regards to proficiency during progress monitoring. Students with disabilities varied their proficiency rate, going up and down throughout the year in both ELA and math. Economically disadvantaged students declined as the year went on, with their strongest showing in December. December seemed to be the strongest showing of all the progress monitoring times. Strong gains were made between the fall testing window and the winter testing window. Declines were seen across the board from winter to spring testing window.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

STAR ELA and STAR math in 3rd through 5th grade showed all students were lower in the spring in their proficiency than they were in the fall. Continuing proficiency throughout the school year in the upper grades is an area that demonstrates a need for improvement.
Attendance is another area where the percent of students who missed more than 90% continued to increase while the school year went on. Attendance should improve throughout the year and yet, ours declined.
Students with disabilities winter to spring scores decreased in both areas of ELA and math indicating an area to focus on to ensure those students are continuing to grow.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors could be the focus of ELA after January, especially in 3rd grade. Another factor could be the date of the final progress monitoring window and the closeness to the end of the year and other FSA assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Early Literacy in 2nd grade showed the most improvement. Students continued to exit the Early Literacy assessment and move into the STAR assessment. This shows that they are mastering the foundational skills needed to be successful in reading.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers would spend additional time focusing on level 2 vocabulary. Students were provided additional instruction in vocabulary to help them build their knowledge of words and using context clues. Students were also asked more how and why questions to help them think deeper as they tried to comprehend.
Writing using expository text was a focus for all students as well.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented in order to accelerate learning will be focusing on differentiated instruction in small groups based on data and student need. This targeted instruction will help close gaps and continue to move students towards proficiency. For students who are already demonstrating proficiency, a focus on increasing their tasks to higher order thinking, and focusing on quality not quantity, will help support those students in maintaining their proficiency levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Some professional development that will need to be focused on is how to maintain/push/include higher performing students to maintain proficiency throughout the school year and from year to year. Our staff will focus on Project Based Learning, STEM instruction incorporated in daily lessons, 5E instruction in mathematics, and gifted characteristics of students.
Continued professional development will be in the areas of supporting students with disabilities in the general education classroom, data review to provide instruction in areas of low performance,

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

An additional service next year that we will start is using the Tier 3 instructional time of 30 additional minutes each for ELA and Math to homogeneously group students based on a teachers' strength of instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	In reviewing our ESSA data, the only area that did not meet the required percentage was our students with disabilities. Since this is a large portion of our school population (25%), this area is a critical need to ensure those students are meeting the grade level expectations.
Measurable Outcome:	Students with disabilities will increase their learning gains by at least 5% using with progress monitoring data from STAR and continuing to increase from fall to winter to spring.
Monitoring:	STAR Early Literacy and STAR ELA and Math data will be reviewed after each administration. The general education teacher, ESE teacher, academic coaches, and administration will review the data to determine next steps.
Person responsible for monitoring outcome:	Christine Schraw (christine.schraw@polk-fl.net)
Evidence-based Strategy:	Student specific planning will be implemented on a monthly basis. This additional time will take place on days after planning of grade levels in order to allow all the adults involved in the instruction of the student with disabilities to drill down and specifically plan for the needs of the students in order to allow the student to grow to meet the expectations of the grade level standards.
Rationale for Evidence-based Strategy:	This strategy was chosen because a large population of our students are served in the inclusion model. The need for the ESE teacher and the general education teacher to collaborate and use each others' strengths in accommodations and standard instruction, respectively, is high. Each teacher can bring knowledge to ensure that the student is being successful.

Action Steps to Implement

Provide monthly sessions that will allow teachers to meet and discuss students' needs. This will include but not be limited to after school planning time where teachers can be paid since it is outside their contract time.

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

Provide monthly data review sessions to determine areas of need for students and teachers. This will occur during planning time scheduled during the week.

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

Identify, create, and implement strategies or activities that will support the student in meeting grade level expectations. Using curriculum like Science Weekly, which levels text related to standards, and the SIPPS instructional program, which helps reteach foundational reading skills, will allow students to continue to close the gaps in their learning.

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

Utilize professional development through FIN or FDLRS to help support all teachers in providing instruction to students with disabilities.

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

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	In reviewing attendance from the previous school year, over 29% of the student population were present less than 90% of the school year. This is an increase from the previous school year. In reviewing the data, over half of those students were not out due to Covid or illness.
Measurable Outcome:	In monitoring attendance and excluding students who are out for quarantine or illness, no more than 15% of the student population will be present less than 90% of the school year.
Monitoring:	This area of focus will be monitored by having multiple monitoring pieces in place. Teachers will display attendance charts and communicate with families and administration will complete letters and hold conferences in order to work with families to increase attendance by students.
Person responsible for monitoring outcome:	Tammy Ruhl (tammy.ruhl@polk-fl.net)
Evidence-based Strategy:	The evidence based strategies that are being implemented are early intervention, increasing relationship building with students, and increasing family involvement.
Rationale for Evidence-based Strategy:	By having teachers document and use early intervention strategies of communicating with families as soon as a student is absent allows the student and families to know that they are wanted in their school. Teachers will use the 10x2 strategy with students who had less than 90% attendance last year as their first priority this year. We will also increase the variety and amount of family engagement activities to encourage families and students to feel a part of the school community.

Action Steps to Implement

Provide incentives to students who have perfect attendance on a monthly basis, as well as those who come on early release days.

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

Teachers will display attendance charts to support the monthly incentives and look for patterns of absences. Teachers will communicate with families after 2 consecutive absences or when a pattern is identified.

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

Administration will monitor attendance weekly and mail letters informing families of target days absences (5, 10, 15, etc.)

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

Provide additional supports to students who were in the 29% from last year through drum beat program, mentors, relationship building, etc.

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

Inform parents of the importance of attendance during family evening events, such as MOSI Science night, Bingo for Books ELA night, and Writing around the campfire night, as well as on our social media.

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

Teachers will utilize agendas to communicate to family members on a daily basis.

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

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	In reviewing the progress monitoring data, students' proficiency levels would decrease from fall to spring indicating that they were not able to maintain proficiency as the year progressed. In diving in further, and reviewing previous year state proficiency data, the students who score in the upper levels are decreasing in their proficiency levels.
Measurable Outcome:	Students in K-5 will continue to increase and/or maintain their proficiency level based on progress monitoring data and FSA assessment data.
Monitoring:	This area of focus will be monitored on a monthly basis utilizing data chats and a variety of progress monitoring tools. Leadership team members will team up with a grade level teacher to provide support and guide reflection on how students are growing towards their proficiency. Student small groups will be readjusted based on the monthly data.
Person responsible for monitoring outcome:	Rebekah Eckman (rebekah.eckman@polk-fl.net)
Evidence-based Strategy:	The evidence based strategy that is being implemented is continued professional development for teachers in highly effective teaching strategies, monthly data chats reviewing progress monitoring data, and targeted additional instruction for students in addition to the school day (extended learning)
Rationale for Evidence-based Strategy:	These strategies were chosen based on their effectiveness. Using Teach Like A Champion PD will help increase student engagement in highly effective teaching. Data chats will allow teachers to focus in on areas where students are succeeding and struggling. Finding resources regarding project based learning and other enrichment activities will help students meet or maintain their proficiency levels.

Action Steps to Implement

Provide professional development in project based learning for students who have mastered the standards in the whole group.

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

Provide professional development in effective classroom instructional strategies to increase student engagement

Person Responsible	Alissa Lee (alissa.lee@polk-fl.net)

Provide enrichment and instructional support to students before and/or after school through extended learning.

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

Hold monthly data chats to review multiple areas of data (STAR, AR, Attendance, etc) to see how students are continuing towards or maintaining proficiency.

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

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	When reviewing ELA data from progress monitoring assessments, as well as statewide FSA assessments, 3rd-5th grade students scored below 50% of the students showing proficiency. An area of focus needs to be created to ensure that a majority of the students are scoring at proficiency level or higher.
Measurable Outcome:	54% of the students participating in the FSA statewide assessment will score at level 3 or higher, demonstrating proficiency of grade level standards.
Monitoring:	STAR ELA data will be reviewed after each administration. The general education teacher, ESE teacher, academic coaches, and administration will review the data to determine next steps. Classroom assessments will be reviewed on a regular basis as well to determine if progress towards mastery of the standards is being made.
Person responsible for monitoring outcome:	Rebekah Eckman (rebekah.eckman@polk-fl.net)
Evidence-based Strategy:	The evidence based strategy being implemented is professional development for teachers in highly effective teaching strategies, such as target task alignment based on the depth of the grade level standards. Providing professional development will be provided in creating learning targets, discussing task alignment to the expectation of the standard, and formative/summative assessments will be provided throughout the school year.
Rationale for Evidence-based Strategy:	These strategies were chosen based on their effectiveness. Learning how to create targets for lessons, as well as determining if student tasks are aligned to the standards being taught will allow teachers to be focused and purposeful in their classroom instruction. Determining how to use formative and summative assessments to understand students' knowledge of what has been taught, along with seeing how they are progressing throughout the year will also guide instruction to be meaningful.

Action Steps to Implement

Weekly AR conferences discussing ZPD, IRL, comprehension percentages, and time reading will occur in all classrooms.

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

Using SIPPS program to teach students missing foundational reading skills.

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

Complete a book study on creating learning targets for reading lessons in the classroom.

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

Begin professional development on assessment literacy in the classroom.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In reviewing the website, Floral Avenue maintains a high ranking among the schools in the state in regards ensuring students' safety. One area of concern that was seen by the team is a slight increase in out of school suspensions over the last few years. One of the ways we will address this is through relationship building and implementing Zones of Regulation and Sanford Harmony curriculum to help students learn how to communicate and process their feelings and emotions before they get out of hand. The leadership team will also review discipline data on a weekly basis in an effort to catch any behaviors that are prominent or any students that have multiple issues. The team will then implement the MTSS strategies for those students. The PBIS team will also review the discipline data on a monthly basis to determine if any professional development needs to occur for the teachers and/or students regarding the schoolwide expectations.

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.

At Floral Avenue, we strive in all areas to build a positive culture and environment for our students, staff and parents. For our students, all teachers implement relationship building through the use of CHAMPS and book studies on how to engage students from low socio-economic backgrounds. All teachers use Sanford Harmony social skills daily in their classroom. Students are taught how to deal with their emotions, behaviors, and choices using Zones of Regulations. Students who might need additional support are given mentors to allow them to have positive attention from an adult figure. Students are taught to set goals and are celebrated when those goals are met. Students who don't meet their goals are encouraged to continue and never give up. ALL students, no matter what their background, intellectual, or physical ability, are included in all celebrations and special events at Floral. Diversity is celebrated through classroom and school wide programs and events. The vocabulary of our schoolwide expectations of Being Responsible, Being Respectful, and Being Ready is used when reteaching desired behaviors occurs, as well as when celebrations of successes happen.

For our staff, the expectation of respect among colleagues is communicated and modeled by the leadership team. Providing a leadership model of an open door policy is evident at our school. Staff can come and speak to either member of the administration when they need have concerns. The leadership team is given expectations of how they can support not only the students in our school, but the staff when they come to them. Encouragement is given on regularly scheduled days each month, along with surprise events as the

administration sees fit. Celebrations happen in whole group settings(faculty meetings, PD days, etc) so that each staff member has a chance to share the good things that are happening in their classroom. Staff is encouraged to share what is going right in their classroom and how they overcame something challenging so that others may feel motivated. Areas around the school are designed to showcase positive notes and encouraging words from one staff to another.

For our parents, we communicate to them on a regular basis about how vital they are to the success of their student. Our office staff has the expectation of creating a warm, family friendly environment so that when parents arrive, they know they are welcome. We encourage all of our parents to become approved volunteers so that they can help in multiple areas on campus. Our family engagement evenings cover a variety of academic topics. We utilize the feedback from our families to determine the topics that we discuss. All parents are invited to be a part of the SAC committee and PTO. Any parent who requests to help on our campus is given the opportunity to assist where their talent serves our students best.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

There are multiple stakeholders who help promote a positive culture and environment at our school. The first stakeholder is the administration. It is their role to promote the school, promote the amazing work of the staff, and promote the accomplishments of the students. By doing this, the school is portrayed as a positive environment for all stakeholders. The next stakeholder is the leadership team. These staff members have the role of being a liaison between the expectations of the administration and supporting the teachers in meeting the expectations. They must continue to demonstrate a positive attitude at all times. Their role is vital to encouraging the students and staff, The next stakeholders are the members of the SAC committee. These staff, parents, and community members are important to ensure that the school continues to move in a forward direction. By having a variety of viewpoints, this committee can come together and share different perspectives that will allow for everyone to be included in the decisions that the administration makes. The parents of all of our students are stakeholders as without their partnership and help at home, the job of the teacher becomes more difficult. We utilize our Parent-Teacher Compact to inform parents how they can support their child at school. We have an active PTO that supports the students and staff through creating events for families and providing resources that they need to be successful. Finally, the community partners we have are important to ensuring that certain areas are taken care of. We have business partners who volunteer with students, partners who help beautify our campus, and partners who assist in large purchases through a financial donation. Without these community members, our school would not be able to complete many tasks.