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Elbert Elementary School

205 15TH ST NE, Winter Haven, FL 33881

<http://schools.polk-fl.net/elbertelementary>

Demographics

Principal: Alexandra Wise

Start Date for this Principal: 7/12/2021

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 (50%) 2017-18: C (47%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
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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Elbert Elementary School

205 15TH ST NE, Winter Haven, FL 33881

<http://schools.polk-fl.net/elbertelementary>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">74%</p>

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Elbert Elementary School is to ensure all students reach their highest academic potential through a consistent, pervasive, and rigorous teaching and learning through New BEST curriculum that meets the needs of all students. We empower students to take their learning to thoughtful and appropriate actions that affect our local community. We create an environment that instills in our students the insight to value and take responsibility for their own learning, while encouraging them to be curious inquirers as they interact with the world around them.

Provide the school's vision statement.

The vision of Elbert Elementary School is to provide a safe school culture in a nurturing environment with a stimulating curriculum that meets the needs of all learners. This will enable all students to effectively continue on the path to graduate High School to become productive citizens of our community, state, nation and world.

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
Dawson, William	Principal	<p>Oversee all levels of the Administration of the school. The roles and responsibilities of Elbert Elementary school are defined by the Florida Leadership Standards. They include but are not limited to: obtaining high student learning as a priority, implementing an instructional framework, establishing a learning environment that is conducive to the learning of all students, employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data, developing other leaders within Elbert, retaining and developing an effective and diverse faculty and staff, and maintaining a safe and orderly facility. William Dawson practices shared decision making that is based on vision on vision, mission, and improvement priorities using data. He gives priority attention to decisions that impact the quality of student learning and teacher proficiency; while he uses critical thinking and problem solving techniques to define problems and identify solutions. Frequently, he reflects and evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises those decisions as needed. Through the school-based Leadership team, he empowers others and distributes leadership when appropriate.</p> <p>All members of the leadership team work as a unit to meet the needs of staff and students at their differentiated level. The Florida State Standards set expectations in all ELA and content literacy classrooms to provide students with instruction and practice in the use close reading strategies to ensure deeper comprehension of what is being read.</p> <p>Each member of the leadership team works with teachers on each grade level and is responsible for reviewing students' literacy data and creating lessons that are responsive to the identified student student needs. They are responsible for acting on the literacy data by providing additional instruction/ support where needed. Common assessments are used to identify effective reading strategies and guide instruction for re-teach or enrichment.</p>
Dailey, Kanika	Assistant Principal	<p>The assistant principal assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available in order to enhance student achievement.</p>
Kirkland, Charlene	Teacher, ESE	<p>Assist with guidance leading MTSS process for all grade levels in collaboration with the MTSS RTI Team</p>
Horbett, Catherine	Instructional Coach	<p>The role of the math coach entails collaborative planning with all grade levels, ensuring vertical and horizontal alignment of the math curriculum. This includes modeling high yield teaching strategies, remediating students, developing assessments etc.</p>
Hall, Derek	Teacher, K-12	<p>The role of the lead science teacher is to work to facilitate school-wide programs and professional development, provide instructional support, analyze data and coach teachers to achieve school goals and ensure success for all students in regards to science.</p>

Demographic Information

Principal start date

Monday 7/12/2021, Alexandra Wise

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.*

5

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

47

Total number of students enrolled at the school

645

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

3

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

8

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	76	105	134	112	126	127	0	0	0	0	0	0	0	680
Attendance below 90 percent	0	29	29	30	29	30	0	0	0	0	0	0	0	147
One or more suspensions	0	1	1	1	3	7	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	0	36	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA Math assessment	0	0	0	50	0	50	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	0	15	26	23	30	59	0	0	0	0	0	0	0	153

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	15	26	23	30	0	0	0	0	0	0	0	94

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	5	0	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/12/2021

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	101	126	104	122	123	122	0	0	0	0	0	0	0	698
Attendance below 90 percent	29	29	30	29	30	31	0	0	0	0	0	0	0	178
One or more suspensions	1	1	1	3	7	8	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	36	0	0	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	50	0	0	0	0	0	0	0	0	0	50

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	15	26	23	30	59	0	0	0	0	0	0	0	153

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	5	0	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	51%	57%	49%	50%	56%
ELA Learning Gains				54%	51%	58%	50%	51%	55%
ELA Lowest 25th Percentile				50%	49%	53%	43%	45%	48%
Math Achievement				52%	57%	63%	58%	58%	62%
Math Learning Gains				57%	56%	62%	57%	56%	59%
Math Lowest 25th Percentile				37%	47%	51%	40%	44%	47%
Science Achievement				47%	47%	53%	31%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison						
04	2021					
	2019	51%	48%	3%	58%	-7%
Cohort Comparison		-45%				
05	2021					
	2019	47%	47%	0%	56%	-9%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	28%	56%	-28%	62%	-34%
Cohort Comparison						
04	2021					
	2019	64%	56%	8%	64%	0%
Cohort Comparison		-28%				
05	2021					
	2019	57%	51%	6%	60%	-3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						

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 tools used by grade level to compile the data below include: Quarterly STAR testing, Reading Wonders Assessments, Teacher Observations and Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	65	55
	Economically Disadvantaged	51	64	47
	Students With Disabilities	42	30	17
	English Language Learners	63	71	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	68	55
	Economically Disadvantaged	61	64	48
	Students With Disabilities	25	25	33
	English Language Learners	63	33	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	72	63
	Economically Disadvantaged	61	64	48
	Students With Disabilities	50	40	33
	English Language Learners	50	75	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	50	39
	Economically Disadvantaged	36	44	29
	Students With Disabilities	44	44	25
	English Language Learners	44	60	31

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	51	37
	Economically Disadvantaged	48	47	34
	Students With Disabilities	15	21	21
	English Language Learners	28	27	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	60	34
	Economically Disadvantaged	39	52	30
	Students With Disabilities	22	27	25
	English Language Learners	33	50	16

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	37	32
	Economically Disadvantaged	30	26	24
	Students With Disabilities	16	17	17
	English Language Learners	30	22	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	53	44
	Economically Disadvantaged	42	48	39
	Students With Disabilities	47	56	22
	English Language Learners	41	52	39

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	45	34
	Economically Disadvantaged	33	39	30
	Students With Disabilities	15	8	8
	English Language Learners	29	26	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	49	40
	Economically Disadvantaged	39	42	32
	Students With Disabilities	15	17	23
	English Language Learners	45	50	32
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	52	47	58
	Economically Disadvantaged	42	39	53
	Students With Disabilities	36	36	30
	English Language Learners	53	50	61

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	19		14	35	36	18				
ELL	25	41		26	38		14				
BLK	27	33	42	25	44	42	23				
HSP	33	32		38	36		29				
WHT	59	65		53	35		69				
FRL	32	28	41	31	33	41	29				
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	29	46	31	27	47	25	28				
ELL	48	45	45	48	55	31	45				
BLK	34	51	50	37	47	20	29				
HSP	56	53	55	64	58	43	56				

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
MUL	33			50							
WHT	71	62	40	60	70	67	63				
FRL	45	50	47	48	54	35	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	35	40	33	39	29	25				
ELL	48	48		61	64						
BLK	33	45	39	44	50	38	15				
HSP	64	48		74	57		42				
MUL	25	25		50	67						
WHT	65	65		67	67		48				
FRL	43	46	40	55	53	40	27				

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	42
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	23
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	31
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	32
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	36
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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	35
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?

Elbert needs to improve ELA and Math scores in all grade levels and subgroups based on STAR scores and State Assessments.

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

Based on 2019 state assessments Third Grade math scores demonstrated the greatest need for improvement. Only 28% of students were proficient.

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

Teachers were working in isolation. Teachers needed professional development. So teachers departmentalized and teachers were given PD and Focus on Mathematics instruction.

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

5th grade Science showed the Greatest Improvement from 27% to 42%.

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

Teachers departmentalized ELA, Mathematics, and Science Instruction. Science Instruction was monitored and supported by the County Science Department.

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

Continuous scaffolding of science instruction in the lower grades and a focus on literacy and science vocabulary will support the 5th Grade science scores continued growth.

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.

The Professional Development will focus on understanding and teaching the new state of Florida BEST Standards in ELA and Mathematics.

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

School Math Coaches and ELA Coaches will provide teacher education to sustain school improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: As determined by the 20-21 FSA Reading scores, Elbert will increase the ELA achievement level of our students from 38% to 62% proficiency.

Measurable Outcome: Elbert teachers will meet in professional learning communities weekly to help build common lesson plans, share best practices, differentiated instruction strategies and assessments with fidelity.

Monitoring: Teachers will meet weekly in their professional learning communities to create lesson plans and assessments that correlate to core standards.

Person responsible for monitoring outcome: William Dawson (william.dawson@polk-fl.net)

Evidence-based Strategy: Common planning time is considered to be a form of professional development, since its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Strategy: The above strategy provides opportunities for educators to work collaboratively in ongoing sessions in which inquiry, action and reflection result in instructional strategies that will best meet the needs of all learners.

Action Steps to Implement

Develop a timeline for weekly PLCs as well as staff development opportunities throughout the school year based on current data available at the time of PLC to ensure data driven instruction.

Person Responsible Kanika Dailey (kanika.dailey@polk-fl.net)

Provide specific and timely feedback to teachers based on administrator observation as well as student feedback, as glows and grows (student work evidence) based on rubrics. Implement instruction and collect teacher evidence.

Person Responsible Kanika Dailey (kanika.dailey@polk-fl.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Elbert will focus on math learning gains. As determined from the 20-21 FSA Math data, 33% of students had proficiency. Students will increase proficiency to 58% in math.
Measurable Outcome:	Elbert will increase the math learning gains of our students from 37% to 67% by the end of the 21-22 school year.
Monitoring:	Elbert will promote PLCs focused on problem and inquiry based learning, small group instruction, BEST Standards, summer learning and the MTSS framework.
Person responsible for monitoring outcome:	William Dawson (william.dawson@polk-fl.net)
Evidence-based Strategy:	Professional learning communities focused on standard-based instruction, small group instruction, summer-learning and intensive remediation structured around tier-2 and tier-3 instruction.
Rationale for Evidence-based Strategy:	The above strategy provides opportunities for educators to work collaboratively in ongoing sessions in which inquiry, action and reflection result in instructional strategies that will best meet the needs of all learners.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We will increase our K-5 reading proficiency through a focus on primary grades (K-2) with phonics/ fluency. Also, increase reading comprehension K-5 by 3%-5% in reading proficiency.

Measurable Outcome: As a result of standards-based instruction taught in core content areas, 50% of students will earn a level 3, 4, or 5 on the state reading assessment.

Monitoring: Student learning will be monitored by Teacher, Coaches, and Administration through grade level formative assessments and district progress monitoring tools such as STAR/iStation/ Science and Writing Quarterlies. As well as, teacher daily monitored standard progress reports using standard tracking tools. Students not showing adequate growth of 10% will be monitored weekly using standard based tasks and assessments.

Person responsible for monitoring outcome: William Dawson (william.dawson@polk-fl.net)

Evidence-based Strategy: The evidence-based strategy being used is the practical instructional model of Student-Centered Academic Achievement through Standards-Driven Instruction. The staff will participate in professional learning on developing purposeful tasks that meet the intent of rigor utilizing data and understanding the full scope of the standard.

Rationale for Evidence-based Strategy: K-5 teachers are promoting reading and reading strategies by using the Accelerated Reader. Our leveled readers are being used to teach FSA standards, therefore, students can test on their level and fluency can be assessed.

Action Steps to Implement

Administration will provide teachers with Professional Learning Communities every Thursday that will effectively teach the building of standard-based instructional alignment, planning for student-centered instructional strategies, and tracking of student progress toward intent of standard through standards tracking.

Person Responsible William Dawson (william.dawson@polk-fl.net)

Standards in grades 3-5 will be given Extended learning opportunities from December to April to engage in standards based instruction. Through Data Analysis of the STAR assessment the bottom 30% will be identified and offered this opportunity. Students will use IReady and tasks on identified not met standards while using IStation, Stem Scopes, and Read Works to assist with technology instruction. Supplies and technology will be provided through Title 1 funding to assist students with materials needed to meet standards.

Person Responsible Kanika Dailey (kanika.dailey@polk-fl.net)

Pull I-Station Data Monthly.
The Literacy Team will promote the fluency, comprehension, and AR their PLC's and amongst their grade level.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Elbert's leadership team will conduct non-evaluative observations to ensure the fidelity of implementation for the practices learned during PLCs. Our focus will be on reading gains and the implementation of research-based strategies will provide the additional support to increase overall reading achievement. A math and reading coach will be an addition at Elbert to concentrate on continuing professional development and effective lesson plans that promote rigor and relevance

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.

Elbert Elementary will have a positive school culture and environment by first understanding student circumstances at home. Staff will care and nurture students unconditionally. Staff will create a school area that is a safe zone for students to learn and grow by being free to express thought and learn at their own pace without negativity by students or adults.

- Orientation: Our school begins the year by welcoming our Elbert families with a summer post cards inviting the students to their new classrooms on the date of the Polk County's Orientation. Elbert's Orientation is an opportunity for parents to meet their teacher and begin a personal relationship with the teacher.
- Parent Information Night: Within the first two weeks, our Kindergarten, first grade and fifth grade families are invited back to Elbert for an evening information event. During this meeting, parents are informed of their child's grade levels procedures and expectations for the year, our school's mission and vision, as well as all the dates for the year in which families can be involved.
- Parent Education Night: Within the first four weeks of school, our teachers host a Parent Educational Night. This intention is to inform our families of our school's mission and vision, current educational shifts, mandates, and best practices that affect our students.
- Portfolios: Three times each year, teachers engage in portfolio conferences with each student's family. The first face-to-face with teachers. The second and third conferences are led. During this time, teachers share the student's individual strengths and weaknesses of each student, while at the same time, gather additional information from the families about each child.
- Educational Culminating Events: Each grade level hosts various events throughout the school year that encourage parental environment by inviting them into the school. An example of these events include: Dads

and Donuts, Moms and Muffins, Jump Rope for the Heart, SAC meetings, classroom celebrations, 100th Day of Celebrations, Storybook Character Parade, Kids Tag Art, Music Performances, Awards Ceremony, Book Parade, DARE Drug and Alcohol Prevention.

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

The stakeholders at the school are the Teachers, Support Staff, Administration and Guidance. They will promote a positive culture by being professional and ethical at all times and promoting and supporting the policies of the Polk County School Board. These individuals are in "loco parentis". This means in place of parents. They will teach, nurture, advise and guide children in a positive, caring and harmonious way.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00