

Polk County Public Schools

Floral Avenue Elementary School



2022-23 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: C (53%) 2018-19: C (53%) 2017-18: C (50%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

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

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 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 | 50% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C | | C | C |

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Eckman, Rebekah | Principal | <p>Monitor instruction in the classroom</p> <p>Monitor implementation of highly effective instructional practices in classrooms.</p> <p>Plan for professional development that will increase student achievement.</p> <p>Monitor the implementation of strategies learned through professional development in the classrooms.</p> <p>Support instructional staff struggling to provide instruction to the depth of the state standards.</p> <p>Monitor and support leadership team in fulfilling their roles and responsibilities.</p> |
| Ruhl, Tammy | Assistant Principal | <p>Monitor instruction in the classroom.</p> <p>Support students and teachers in implementing and following PBIS and Code of Conduct</p> <p>Support teachers with implementing strategies learned in professional development</p> <p>Support instructional staff struggling to provide instruction to the depth of the state standards.</p> |
| Brown, Lantandrier | Instructional Coach | <p>Continue to support planning with teachers to discuss weekly standards, ensure student tasks are aligned with standards depth, and provide resources that they can use in their instruction.</p> <p>Continue to identify struggling students from specific sub-groups for ELA K-5th grades and push in for additional support</p> <p>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 the learning gaps for ELA</p> <p>Create a teacher spotlight to showcase the great work teachers are doing in their classroom.</p> <p>Mentor challenging students</p> <p>Assist new teachers on campus to get acclimated to Floral Avenue Elementary</p> <p>Plan after school/evening events for parents and students to attend</p> |
| Reynolds, Nancy | School Counselor | <p>Create social/emotional learning through classroom lessons, small groups, and individual counseling.</p> <p>Facilitate MTSS process for academics through data tracking, meetings, and collaboration with teachers.</p> <p>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, FBA's, etc).</p> <p>High need/threat response when needed. Follow up threat assessments, resources, counseling, etc.</p> <p>Work with families in need for food, resources, outside services, etc.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Schraw, Christine | Other | <p>Promote inclusion of SWD in the general education environment</p> <p>Model small group instruction to ESE students in general education classes, as well as a pullout setting</p> <p>Monitor individual SWD's discipline record and schedule IEP meetings to discuss patterns of behavior</p> <p>Provide training to regular education teachers on IEP's and provision of ESE services in the general education setting</p> <p>Provide oversight for Request for Support/Consultation for SWD's and/or school, as needed.</p> |
| | Instructional Coach | <p>Facilitate/support collaborative planning and PLC's to ensure the needs of all learners are being met.</p> <p>Facilitate data driven decisions schoolwide using multiple sources to actively monitor all students and prioritize subgroups progress.</p> <p>Analyze student math data to measure learning and prioritize the areas of needs.</p> <p>Plan/facilitate engaging school community events to build capacity for active involvement and academic support.</p> <p>Build and foster a positive relationship with all stakeholders.</p> |

Demographic Information

Principal start date

Tuesday 8/1/2017, Lauren Gekakis

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

2

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

562

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 105 | 101 | 92 | 101 | 91 | 84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 574 |
| Attendance below 90 percent | 22 | 14 | 13 | 20 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students by current grade level who have 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 | |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | |

Date this data was collected or last updated

Monday 7/18/2022

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 | 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 |

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 | 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 44% | 47% | 56% | | | | 55% | 51% | 57% |
| ELA Learning Gains | 55% | | | | | | 55% | 51% | 58% |
| ELA Lowest 25th Percentile | 57% | | | | | | 48% | 49% | 53% |
| Math Achievement | 49% | 42% | 50% | | | | 55% | 57% | 63% |
| Math Learning Gains | 67% | | | | | | 63% | 56% | 62% |
| Math Lowest 25th Percentile | 58% | | | | | | 41% | 47% | 51% |
| Science Achievement | 41% | 49% | 59% | | | | 54% | 47% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 54% | 52% | 2% | 58% | -4% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 44% | 48% | -4% | 58% | -14% |
| Cohort Comparison | | -54% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 61% | 47% | 14% | 56% | 5% |
| Cohort Comparison | | -44% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 46% | 56% | -10% | 62% | -16% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 58% | 56% | 2% | 64% | -6% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 56% | 51% | 5% | 60% | -4% |
| Cohort Comparison | | -58% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 57% | 45% | 12% | 53% | 4% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 18 | 33 | 41 | 32 | 49 | 41 | 23 | | | | |
| ELL | 19 | 42 | | 42 | 53 | | | | | | |
| BLK | 33 | 40 | 40 | 28 | 68 | 62 | 15 | | | | |
| HSP | 45 | 60 | 64 | 53 | 64 | 55 | 55 | | | | |
| MUL | 50 | | | | | | | | | | |
| WHT | 49 | 61 | 58 | 55 | 69 | 58 | 46 | | | | |
| FRL | 40 | 52 | 60 | 44 | 69 | 52 | 40 | | | | |

| 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 | 24 | 31 | 21 | 27 | 27 | 21 | | | | |
| ELL | 18 | | | 25 | | | | | | | |
| BLK | 38 | 44 | | 23 | 37 | 45 | 38 | | | | |
| HSP | 28 | 27 | | 35 | 33 | | 40 | | | | |
| MUL | 50 | | | 50 | | | | | | | |
| WHT | 48 | 37 | | 48 | 57 | | 48 | | | | |
| FRL | 31 | 38 | 47 | 29 | 34 | 36 | 33 | | | | |
| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 54 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 59 |
| Total Points Earned for the Federal Index | 430 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 35 |
| 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 | 43 |

| English Language Learners | |
|--|-----|
| 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 | 41 |
| 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 | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 57 |
| 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 | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

A continuing trend is our 3rd to 4th grade ELA proficiency. When looking at the 4th grade cohort for the 2021-2022 school year, they decreased in the percent of students who were proficient from 47% in 3rd grade to 42% in 4th grade.

All other grade levels showed improvement in ELA proficiency, Math proficiency, ELA & Math learning gains, and ELA & Math lowest 25% learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our proficiency in ELA and math for 3rd-5th combined is still below 50%. Proficiency needs to be the focus of improvement for the upcoming school year. Looking at which students have fallen backwards while moving grade levels is important to note and determine why that is happening.

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

In breaking down the data, the contributing factors to this need for improvement is ensuring that teachers are teaching to the expectation of the standard. New actions that need to be taken are providing professional development for understanding the depth of the standard and what tasks students can do that will align to the standard.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The learning gains in both ELA and Math had a 20% increase and a 24% increase, respectively. Math proficiency showed a 10% increase from the previous year. The lowest 25% students had an increase of 24% in ELA and 23% in Math.

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

The contributing factors to this improvement was having the students work together in collaborative pairs, using accountable talk to problem solve. Data was analyzed and used after each progress monitoring assessment to determine what areas students were still weak in. Small group instruction was provided to these students to help them fill in areas that they had not mastered yet.

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

The strategy of collaborative learning and productive struggle will be a focus in our classrooms this year. We will continue to use the data to determine a pattern of students' growth or loss when it comes to how they are mastering grade level standards. Small group instruction focused on areas of strengths and weaknesses will be present to allow students who need areas of remediation to receive it and students who need acceleration to receive that.

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.

Professional development opportunities will be incorporating Science content text into ELA, using the learning arc strategy to break down standards, and incorporating technology to enhance student learning.

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

Implementing standards walk through and the learning arc will allow for continuous improvement and learning with staff so that they can carry the learning into future years.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing proficiency data, students performing at proficiency level was below 50% in 4th and 5th grade ELA and 3rd and 5th math. Overall, school proficiency was below 50% in ELA and math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show that there is a minimum of 5% increase in overall ELA and Math proficiency for the school as well as 10% of the students just below proficiency line will become proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progressing monitoring tools will be reviewed on a regular basis and broken down by grade level, standard, and student.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Monitor students engaging in equivalent experiences aligned to state expectations using Standards Walkthrough Tool.
2. Engage teachers in standards based protocol using the Learning Arc Framework.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1- Tier teachers to provide support from leadership team

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

Strategy 1- Calibrate with administration and academic coaches in regards to Standards based walkthrough tool

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

Strategy 1- Explain standards based walk through tool to staff and purpose behind it.

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

Strategy 1- Review SWT data with leadership team to look for trends within classrooms.

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

Strategy 2- Teach learning arc strategy to instructional staff

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

Strategy 2- Provide ongoing professional development to staff to improve learning arc strategy

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

Strategy 2- Utilize classroom walkthroughs with administration and academic coaches to monitor implementation of learning arc strategy.

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

Utilize Science Weekly periodicals and online instruction to create cross-content instruction to the depth of the standard.

Person Responsible Brandy Ammermann (brandy.ammermann@polk-fl.net)

Provide family engagement nights in the academic areas of ELA, Math, and Science to inform parents of how to support their students in mastering the standards.

Person Responsible Brandy Ammermann (brandy.ammermann@polk-fl.net)

Book study choice: The End of Average and Fostering Resilient Learners

Person Responsible Janice McCloy (janice.mccloy@polk-fl.net)

#2. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing proficiency data, students performing at proficiency level was below 50% in 4th and 5th grade ELA and 3rd and 5th math. Overall, school proficiency was below 50% in ELA and math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State data will show that there is a minimum of 5% increase in overall ELA and Math proficiency for the school as well as 10% of the students just below proficiency line will become proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progressing monitoring tools will be reviewed on a regular basis and broken down by grade level, standard, and student. Classroom visits during small group instructional time will be prioritized to determine support needs of teachers.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1- Use data to focus instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1- Professional development on small group plans and MTSS

Person Responsible

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

Strategy 1- Create a list of resources for Tier 2 and Tier 3 instruction for teachers

Person Responsible

Brandy Ammermann (brandy.ammermann@polk-fl.net)

Strategy 1- Providing side by side coaching and modeling by highly effective teachers in small group instruction.

Person Responsible

Brandy Ammermann (brandy.ammermann@polk-fl.net)

Strategy 1- Hold specific grade level data chats with MTSS and progress monitoring data monthly.

Person Responsible

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

Strategy 1- Increase the use of technology to house resources

Person Responsible

Brandy Ammermann (brandy.ammermann@polk-fl.net)

Strategy 1- Utilize SIPPS program during small group instruction based on progress monitoring data.

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

Book Study choice: I Wish My Teachers Knew

| | |
|---------------------------|---|
| Person Responsible | Brandy Ammermann (brandy.ammermann@polk-fl.net) |
|---------------------------|---|

#3. Positive Culture and Environment specifically relating to Attendance of students**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing data from last year, 36% of our students attended school less than 90% of the school year. This equates to 200+ students missing over 18 days. The largest amount of days missed was 45.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Attendance data will show the number of students missing more than 90% of the school year will reduce by 11% points (or 60 students) to no more than 25% of the students missing 90% of the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring of attendance will occur on a daily, weekly, and monthly basis using reports from FOCUS.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1- Communication with families and students on a regular basis utilizing agendas and online technology (Dojo, Schoology, School Messenger)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If students are not in attendance, they can not learn. Communication about the importance of attendance to parents will help them understand why students must come to school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1- Run and review a weekly attendance report to look for students whose absences are increasing.

Person Responsible

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

2- Provide daily shout outs to classrooms who have perfect attendance.

Person Responsible

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

3- Implement monthly attendance club

Person Responsible

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

4- Create an action plan for teachers to follow when student's are absent.

Person Responsible

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

Book Study Choice: The Energy Bus and The Power of our Words

Person Responsible

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

5- Printed newsletters to communicate with parents the importance of attendance and the happenings in the classrooms.

Person Responsible

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus for our K-2 students is increasing our student's mastery of foundational skills. In the younger grades, foundational skills are important to establishing a positive reading ability for the upper grades. In reviewing previous year STAR scores, less than 50% of our K and 1st grade students mastered the foundational skills by the expected timeline.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In our 3rd-5th grades, only 48% of our current 4th grade students and 42% of our current 5th grade students performed at a level 3 on the FSA ELA assessment for this past school year. Reading at grade level is important to ensure students are successful as they continue through school.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In KG grade, at least 50% of the students will move out of the SEL assessment into the STAR reading assessment by the end of the school year.

In 1st grade, at least 50% of the students will take the STAR progress monitoring assessment by December.

In 2nd grade, 65% of the students will be scoring at level 3 on the final STAR progress monitoring assessment.

Grades 3-5: Measureable Outcome(s)

In 3rd-5th grade, 65% of our students will be scoring at level 3 on the final progress monitoring assessment

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Using the previous year's assessment data, along with quarterly STAR data for 3rd-5th and state progress monitoring, the leadership team and grade level teams will review benchmark data to determine how students are progressing towards mastery of the benchmarks.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Eckman, Rebekah, rebekah.eckman@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Using the SIPPS intervention phonics program

Being a Writer literacy program

Using STAR reading assessment

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs above were selected for their ability to progress monitor throughout the use of the program. Staff will be trained and provided time to review student's progress to determine how they can continue to support their learning.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|--|
| Teachers will receive professional development in the use of the SIPPS program in grades 2-5. | Ammermann, Brandy, brandy.ammermann@polk-fl.net |
| K-2 teachers will receive professional development in the area of differentiating instruction for reading foundational skills. | Ammermann, Brandy, brandy.ammermann@polk-fl.net |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 books 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 get 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, 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 have concerns or needs. 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 a regularly scheduled day of 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 in 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 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 school culture and environment.

There are multiple stakeholders who help promote a positive culture and environment at our school. The first stakeholder is 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.