

Citrus County Schools

# Floral City Elementary School



## 2020-21 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Floral City Elementary School

8457 E MARVIN ST, Floral City, FL 34436

<https://fce.citrusschools.org/>

## Demographics

**Principal: Tara Wells**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	81%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (50%) 2016-17: B (61%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Citrus 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](http://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

Working hand in hand so all students succeed.

#### Provide the school's vision statement

We envision Floral City Elementary School as a model of instructional excellence, where all students are self-advocates of their learning, safety, and social-emotional well-being. Our school family will equip students with the strategies and skills to be successful in secondary education.

We are committed to providing an exceptional learning environment for our students, refining our instructional practices, and raising overall student achievement.

During our school improvement planning, we identified three areas of focus for the upcoming school year.

- 1: Curriculum and Instruction to Improve Student Growth - Special Focus on ESE and BQ Students
- 2: Attendance
- 3: Social Emotional Growth

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Wells, Tara	Principal	Maintain a safe learning environment for all students and staff.
Hengesbach, Brian	Assistant Principal	Assistant Principal
Reagan, Kam	Teacher, ESE	
Palma-Hughes, Jeanne	Guidance Counselor	

### Demographic Information

#### Principal start date

Saturday 7/1/2017, Tara Wells

**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.*

0

**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.*

4

**Total number of teacher positions allocated to the school**

20

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (50%) 2016-17: B (61%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### Early Warning Systems

**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	55	55	51	47	46	56	0	0	0	0	0	0	0	310
Attendance below 90 percent	0	0	3	3	2	2	0	0	0	0	0	0	0	10
One or more suspensions	1	2	2	2	1	5	0	0	0	0	0	0	0	13
Course failure in ELA	0	2	6	5	1	5	0	0	0	0	0	0	0	19
Course failure in Math	0	2	3	2	3	3	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

**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	2	4	2	3	8	0	0	0	0	0	0	0	19

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	3	5	0	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Wednesday 7/22/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	4	9	9	7	10	12	0	0	0	0	0	0	0	51
One or more suspensions	0	2	6	3	11	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	2	2	1	6	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

**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	6	6	5	6	11	0	0	0	0	0	0	0	34

**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	1	3	6	2	8	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	4	9	9	7	10	12	0	0	0	0	0	0	0	51
One or more suspensions	0	2	6	3	11	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	2	2	1	6	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

**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	6	6	5	6	11	0	0	0	0	0	0	0	34

**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	1	3	6	2	8	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	59%	57%	57%	59%	56%
ELA Learning Gains	56%	56%	58%	45%	50%	55%
ELA Lowest 25th Percentile	35%	48%	53%	40%	41%	48%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	55%	60%	63%	68%	66%	62%
Math Learning Gains	45%	54%	62%	52%	56%	59%
Math Lowest 25th Percentile	15%	39%	51%	32%	39%	47%
Science Achievement	59%	60%	53%	53%	61%	55%

**EWS Indicators as Input Earlier in the Survey**

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

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	61%	1%	58%	4%
	2018	62%	63%	-1%	57%	5%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	56%	55%	1%	58%	-2%
	2018	69%	54%	15%	56%	13%
Same Grade Comparison		-13%				
Cohort Comparison		-6%				
05	2019	58%	58%	0%	56%	2%
	2018	44%	55%	-11%	55%	-11%
Same Grade Comparison		14%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	58%	-14%	62%	-18%
	2018	63%	67%	-4%	62%	1%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	53%	59%	-6%	64%	-11%
	2018	78%	66%	12%	62%	16%
Same Grade Comparison		-25%				
Cohort Comparison		-10%				
05	2019	63%	60%	3%	60%	3%
	2018	63%	61%	2%	61%	2%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	58%	-2%	53%	3%
	2018	52%	59%	-7%	55%	-3%
Same Grade Comparison		4%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	25		19	25						
WHT	60	57	38	57	47	15	60				
FRL	55	49	26	50	43	14	57				

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 2015-16	C & C Accel 2015-16
SWD	15	31	25	33	47	50	25				
HSP	45			67							
WHT	58	45	37	68	52	32	54				
FRL	53	44	44	64	51	32	44				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
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	
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	7
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	48
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

On the 2018 and 2019 FSA, our math bottom quartile score growth was one of the lowest in the district. We believe that this was the result of several factors: student behaviors, attendance, social/emotional needs, staff health needs, and a model of ESE instruction and remediation that did not meet the needs of our students.

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

Again, math achievement, including math bottom quartile growth was one of the lowest in the district. We believe that this was the result of several factors: student behaviors, attendance, social/emotional needs, staff health needs, and a model of ESE instruction and remediation that did not meet the needs of our students. We continue to be concerned about the progress of our students in the area of math, especially in light of remote learning during the fourth quarter of the 2019-2020 school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

Overall our math achievement declined significantly. The greatest gap was found in our bottom quartile math growth. We believe that this was the result of several factors: student behaviors, attendance, social/emotional needs, staff health needs, and a model of ESE instruction and remediation that did not meet the needs of our students.

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

Attendance data showed the most improvement during the 2019-2020 school year. A tiered intervention system was implemented, attendance goals were communicated, and achievements were celebrated throughout the school year.

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

Social/Emotional Needs  
Level 1 ELA and Math

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

1. Curriculum and Instruction to Improve Student Growth (Focus on Math)
2. Attendance
3. Social and Emotional Well-Being

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Curriculum and Instruction to Improve Student Growth  
Based student data trends, FCE's curriculum and instruction will be a focus area for the 2020-2021 school year. Specifically, our school will address the decline in math performance, school-wide and among our bottom quartile. Rigorous, standards based instruction is critical to student performance, as is an effective model of remediation and ESE instruction.

**Measurable Outcome:** 30% of students will demonstrate stretch goals in reading and math as measured by the iReady program.  
Students scoring a level 3 or higher on FSA will increase by 5% in ELA and 10% in Math.  
50% of students identified in our bottom quartile will demonstrate learning gains as measured by the Reading and Math FSA.  
50% of students identified as ESE will demonstrate learning gains as measured by the Reading and Math FSA.

**Person responsible for monitoring outcome:** Tara Wells (wellst@citruschools.org)

**Evidence-based Strategy:** Restructuring the Tiered Intervention Program and Implementing iReady with Fidelity

**Rationale for Evidence-based Strategy:** Formative and summative assessment data

**Action Steps to Implement**

1. Implement iReady Online program
2. Implement LAFS and MAFS for Tier I Instruction
3. Use iReady resources for Tier II Instruction
4. Restructure Tier II Model - Growth for All Model
5. Use the 5D Framework to focus on curriculum and pedagogy growth for all teachers
6. NISL TEL (Teaching for Effective Learning) Program for PD
7. Daily math fact practice
8. Use of lesson frames
9. Effective implementation of all models of ESE instruction
10. Targeted monitoring of ESE student progress in iReady program

**Person Responsible** Tara Wells (wellst@citruschools.org)

**#2. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** In 2018-2019, 52 of 356 students (15%) were present less than 90% of the school year. This had an extremely negative impact on the academic achievement of our students, as they can not demonstrate gains if they are not present for instruction and remediation. During the 2019-2020 school year, only 10 students were present less than 90% of the school year. This data shows tremendous improvement due to attendance initiatives implemented based on the SIP. 97% of students were present over 90% of the time (3% truancy rate).

**Measureable Outcome:** Maintain the percentage of truant students to 5% or below for the 2020-2021 school year. Understanding the current health crisis, educating students and staff on healthy habits, hygiene, and physical distancing for personal and community safety will be of utmost importance. We can only maintain high levels of student attendance when our school family is safe and healthy.

**Person responsible for monitoring outcome:** Brian Hengesbach (hengeschbachb@citruschools.org)

**Evidence-based Strategy:** Continue implementation of a Multi-tiered system of attendance monitoring and intervention.

**Rationale for Evidence-based Strategy:** We believe that a decrease in the percentage of truant students will have a positive impact on overall student achievement.

**Action Steps to Implement**

1. Positive incentives for students and families
2. Family Outreach Plan - personal calls from classroom teacher, frequent parent-teacher communication, home visits
3. Family Outreach Program - Community partners and resources
4. Frequent data analysis
5. Introduce the Canvas Learning Management System to all school stakeholders - use the platform to effectively communicate with students and families
6. Classroom-based attendance incentives and rewards
7. Morning Show messages
8. Attendance monitoring board at parent pick-up/drop-off
9. Perfect attendance pennants

**Person Responsible** Brian Hengesbach (hengeschbachb@citruschools.org)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Improve the social and emotional well-being of all students through positive and proactive school-based supports. During the 2019-2020 school year, 4% of students had one or more suspensions. Also of concerns was the high number of self-harm reports, threat assessments, and on-campus Baker Acts. This has a negative impact on student learning, both for the student suspended and the entire classroom's academic progress.

**Measurable Outcome:** Maintain the percentage of students with ISS/OSS to 5% or below for the 2020-2021 school year.

**Person responsible for monitoring outcome:** Brian Hengesbach (hengeschbachb@citrussschools.org)

**Evidence-based Strategy:** Implementation of FCE's Disciplinary Action Plan, School-Wide Mentoring Program, and weekly Character First and Sanford Harmony lessons.

**Rationale for Evidence-based Strategy:** We believe that a decrease in the percentage of students receiving suspensions will have a positive impact on overall student achievement.

**Action Steps to Implement**

1. Weekly Character First lessons during Fine Arts class
2. Reviewing the disciplinary action flow chart
3. Classroom and grade level rewards and incentives to promote positive behaviors
4. Mentoring Program
5. Sanford Harmony PD and support for teachers
6. Home visits
7. Communication with families through the Canvas platform
8. Partnership with Lifestream
9. Positive referrals in Skyward

**Person Responsible** Brian Hengesbach (hengeschbachb@citrussschools.org)

**Additional Schoolwide Improvement Priorities**

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

**Throughout the school year, we will also focus on student and staff health, school safety, security, and maintaining a clean and welcoming school facility. We will follow all district recommendations related to preventing the spread COVID-19 and promoting a healthy learning environment.**

**Part IV: Positive Culture & Environment**



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

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

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

FCE will build positive relationships with parents, families, and other community stakeholders through the following strategies: home visits, positive notes and phone calls, Canvas communications, weekly School Messenger call-outs, conferences, parent nights, family events, monthly breakfasts for at-risk families, open door policy, administration present and visible on campus, and a welcoming school culture and climate. FCE will plan and coordinate these events following district health recommendations.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.