Astoria Park Elementary School

2018-19 School Improvement Plan

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Astoria Park Elementary School

2465 ATLAS RD, Tallahassee, FL 32303

https://www.leonschools.net/astoriapark

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Astoria Park is based on the worth and dignity of the individual child. Our school strives to create a quality and caring learning environment that fosters a positive self-image while preparing the student to become a responsible, self-motivated, independent, and contributing citizen in an ever-changing world.

Provide the school's vision statement

To foster the development of intelligent self-control through cooperation, responsibility, initiative, tolerance, and respect for the "self" in each person. To educate the children in citizenship skills so that they may learn to voice opinions, assume personal responsibility, respect laws, and become a contributing member of the school and community.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Sanders, Marsha	Principal
Pepe, Jean	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team has a variety of roles and responsibilities - recruit and retain highly qualified instructors and staff; support the school wide behavior program; manage and allocate resources in order to support and enhance the school's mission and vision; ensure that laws and policies are followed in the best interest of the students; provide professional development based on needs assessments; support student achievement opportunities based on needs assessments, implement the district's performance evaluation procedure; build capacity for teacher leadership and initiative; positiviely communicate with all stakeholders. The leaders regularly collaborate together, with grade level teams, and with the SAC in order to build consensus on issues affecting teaching, learning, and school climate.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	23	18	19	17	5	20	0	0	0	0	0	0	0	102
One or more suspensions	1	1	1	1	5	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	17	18	23	11	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	24	41	43	0	0	0	0	0	0	0	108

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	16	8	16	26	0	0	0	0	0	0	0	68

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	9	9	4	3	0	0	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 8/6/2018

Year 2016-17 - 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	
Attendance below 90 percent	14	15	5	11	5	3	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	18	20	0	0	0	0	0	0	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Year 2016-17 - 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	
Attendance below 90 percent	14	15	5	11	5	3	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	18	20	0	0	0	0	0	0	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on the School Data for 2017-18 Science Achievement is the lowest performed data component, which is currently 28% proficiency for 5th grade students for Astoria Park. This is not a trend.

Which data component showed the greatest decline from prior year?

Based on the School Data for 2017-18 Math Learning Gains is the area that declined the greatest from the prior year. Math Learning Gains for the 2016-17 was 45% and Math Learning Gains for the 2017-18 is 33%, which is a 12% decrease. As a result the School Data for 2017 Math Achievement shows a decline from the prior year. Math Achievement for the 2016-17 was 46% proficiency and Math Achievement for the 2017-18 is at 43% proficiency, which is a 3% decrease.

Which data component had the biggest gap when compared to the state average?

Based on the School Data for 2017-18 Science Achievement is the area that had the biggest gap when compared to the state average. Astoria Park's Science Achievement is at 28% proficiency. The States Science Achievement is at 55% proficiency, which is a 27% gap in proficiency.

Which data component showed the most improvement? Is this a trend?

Based on the School Data for 2017-18 ELA Lowest 25th Percentile is the data component that showed the most improvement. This is not a trend. The 2016-17 ELA Lowest Percentile was at 27% proficiency and for the 2017-18 school year is at 33% proficiency, which is a 4% increase in proficiency.

Describe the actions or changes that led to the improvement in this area

Progress monitoring of Wonders Assessments and the analysis of data from STAR and AimsWeb to help target instruction for intervention groups; small group instruction to provide intervention to students identified in the lowest 25th percentile before, during, and after school.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	57%	56%	45%	59%	55%
ELA Learning Gains	47%	53%	55%	52%	57%	57%
ELA Lowest 25th Percentile	51%	46%	48%	45%	51%	52%
Math Achievement	43%	61%	62%	46%	61%	61%
Math Learning Gains	33%	55%	59%	45%	58%	61%
Math Lowest 25th Percentile	33%	40%	47%	27%	47%	51%
Science Achievement	28%	52%	55%	30%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 (14)	18 (15)	19 (5)	17 (11)	5 (5)	20 (3)	102 (53)
One or more suspensions	1 (0)	1 (0)	1 (0)	1 (1)	5 (0)	1 (0)	10 (1)
Course failure in ELA or Math	0 (0)	0 (0)	17 (0)	18 (0)	23 (0)	11 (0)	69 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (4)	41 (18)	43 (20)	108 (42)

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	2018	57%	61%	-4%	57%	0%
	2017	48%	62%	-14%	58%	-10%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	43%	58%	-15%	56%	-13%
	2017	44%	59%	-15%	56%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2018	37%	57%	-20%	55%	-18%
	2017	42%	61%	-19%	53%	-11%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	64%	-4%	62%	-2%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	51%	60%	-9%	62%	-11%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	41%	62%	-21%	62%	-21%
	2017	41%	64%	-23%	64%	-23%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
05	2018	26%	58%	-32%	61%	-35%
	2017	39%	63%	-24%	57%	-18%
Same Grade Comparison		-13%				
Cohort Comparison		-15%				

Subgroup Data

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
WHT	64			57							
BLK	43	47	54	41	32	31	29				
SWD	26	33	30	30	40		17				
FRL	41	43	47	37	28	26	24				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	73			67							
BLK	43	50	45	44	42	24	25				
HSP	60										
SWD	13	38	27	21	19		10				
FRL	40	49	48	41	38	26	24				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	FCAT Science/FSA Math
Rationale	28% of grade 5 students scored at the proficiency level in science on the 2018 FCAT, which is a 2% decrease in proficiency from the 2017 science FCAT. The State's average proficiency is 55%. The goal for 2018-19 is that 50% of 5th grade students will score at the proficiency level on the 2019 FCAT Science.
Intended Outcome	The goal for 2018-19 is that 50% of 5th grade students will score at the proficiency level on the 2019 FCAT Science.
Point Person	Jean Pepe (pepej@leonschools.net)
Action Step	
Description	Using classroom and school data, a math/science coach will work with teachers to implement data driven instruction and interventions. In addition, Go Math Formative and Summative Assessments and ThinkCentral data will be used to help drive decisions. The math/science coach will work with teachers to target the lowest 25th percentile students in Math and Science and work with these students to increase science concepts and vocabulary, math fluency, science concepts and problem solving skills. Formative and Summative Assessments reports, and RTI meetings data will be used to help drive instructional decisions.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)

Activity #2	
Title	FSA ELA
Rationale	45% of grade 3rd-5th students scored at the proficient level in ELA on the 2018 FSA, which was the same for the 2017 school year. However, 47% of 3rd-5th grade students score at the proficient level for ELA Learning Gains for 2018 which is a 5% decrease in proficiency from the 2017 FSA. The goal for the 2018-2019 school year is that 55% of students in 3rd-5th will score at the proficiency level on the FSA ELA.
Intended Outcome	The goal for the 2018-2019 school year is that 55% of students in 3rd-5th will score at the proficiency level on the FSA ELA.
Point Person	Jean Pepe (pepej@leonschools.net)
Action Step	
Description	Using classroom and school data, a K-2nd grade Reading Coach will be hired to work with K-2nd teachers and a 3rd-5th grade Reading Coach will work with grades 3rd-5th teachers to implement data driven instruction and intervention. In addition, a paraprofessional will be hired to help conduct small group interventions for 4th and 5th grade students. Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, iReady and Read Naturally data will be used to help drive instructional decisions. Reading coaches will work with teachers to target the lowest 25th percentile students in Reading and work with these students to increase reading comprehension skills. In addition, a District Leadership Data Coach will provide monthly in depth analyses of classroom and school data to help target areas of improvement and provide on going data chats to teachers who will provide data driven instruction and interventions to students in order help reach the school's academic goals.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)

Activity #3	
Title	FSA Math/FSA ELS/FCAT Science
Rationale	43% of grades 3rd-5th grade students scored at the proficient level in math on the 2018 FSA, which is a 3% decrease from the 2017 math FSA. 33% of 3rd-5th grade students scored at the proficient level in Lowest 25th Percentile on the 2018 FSA which is a 12% decrease in proficiency from the 2017 math FSA. The school goal for the 2018- 2019 school year is that 55% of students in 3rd-5th grade will score at the proficiency level in math on the FSA.
Intended Outcome	The school goal for the 2018- 2019 school year is that 55% of students in 3rd-5th grade will score at the proficiency level in math on the FSA.
Point Person	Marsha Sanders (sandersm@leonschools.net)
Action Step	
Description	Using classroom and school data, 3 paraprofessionals will be hired to work with 4th and 5th grade teachers to provide small group instruction to 4th and 5th grade students to implement data driven instruction and interventions. In addition, Formative and Summative Assessment data will be used to help drive decisions. The paraprofessionals will work with teachers to target the lowest 25th percentile students in Reading, Math and Science and work with these students to increase reading and math fluency, reading comprehension, problem solving skills and science concepts.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.
Person Responsible	Marsha Sanders (sandersm@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Astoria Park utilizes several avenues in order to build parent relationships and increase involvement. Our PTO makes connections with parents at Orientation, Open House, monthly meetings, famliy nights, and through various volunteer opportunities. The school provides information to parents using a variety of methods including website, list serve, social media, monthly newsletters, marquee, parent compacts, student planners, positive phone calls, parent conferences, and the electronic parent portal. We have a parent resource area that includes computers for our families to utilize as well as various print resource materials. Information on the functions of the School Advisory Council are sent home at the beginning of the year and all meetings are advertised and open to the public.
Our goal is to improve home communication to impact the parent(s) involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement

and assist with ideas/information for learning at home.
~Identify more parent volunteers and mentors.
~Continued Implementation of the Watch D.O.G.S. (Dads Of Great Students) Program.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Astoria Park utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one-on-one, small group, and large group guidance sessions. The guidance department works closely with our school social worker to support families and make appropriate referrals to cooperating agencies that provide more extensive counseling support.
We partner with Big Brothers/Big Sisters as well as operate our own mentoring program which allows us to identify and place more students with adult mentors. Astoria Park also conducts weekly meetings with our Multi-Tiered Support System (MTSS) team. The team includes both general education and exceptional education teachers, behavior specialist, school psychologist, guidance counselor, administration, program specialist, social worker, appropriate partner agencies, and parents. The MTSS team assesses the needs of students and possible barriers blocking success. The team identifies and helps monitor the implementation of specific research-based interventions that are put into place to help support the students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Astoria Park staff members participate in collaborative learning communities that meet both formally and informally across feeder schools. Astoria Park communicates (flyers, curriculum information, marquee, and telephone conversations) with area day care providers and feeder middle schools. Our pre-kindergarten program is on-site which serves 3, 4 and 5 year olds. Our program includes VPK students and ESE students. During the spring, a kindergarten walk-through is held for incoming kindergarten students, their parents, and area day care centers. Incoming kindergarten students visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. Before the regular school orientation, kindergarten has a special orientation for kindergarten students and their parents to hear about the curriculum, schedule, procedures, expectations, etc. about kindergarten at Astoria Park. An informative kindergarten handbook and other materials are provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event. Fifth grade teachers provide input to middle schools regarding current academic and behavior levels. Fifth grade ESE students actively participate in IEP transition meetings. Astoria Park hosts representatives from feeder middle schools that work with 5th graders on course selections and provide information to support a smooth transition to the next level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership, through SAC, the school improvement process, and district staffing plan allocations, reveiw the available resources. Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all

students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments. Astoria Park leadership utilizes Title I funding to upgrade the entire educational program of the school. Services are provided to ensure students requiring additional remediation are assisted through after-school programs and/or the summer reading academy. The leadership team facilitates monthly progress monitoring meetings with grade levels in order to ensure all funding is allocated based upon student needs and SIP goals. The Principal also designates funding for technology equipment and professional development based upon student needs and SIP goals. The school's inventory manager, under the direction of school leadership, updates and tracks all technology equipment.

Additional funding includes:

Title III - Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Homeless -provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs -The Community Eligibility Program allows the nation's highest poverty schools to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. The cafeteria manager works in conjunction with the leadership team to fulfill all reporting requirements.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Astoria Park promotes career awareness through designated lessons within the special area rotation. We partner with FSU, FAMU, TCC, and Flagler to host college students as big brothers and sisters for our younger scholars.

Part V: Budget

Total:	$272,103.75