

## 2019-20 Phase Three: Executive Summary for Schools\_11182019\_15:29

2019-20 Phase Three: Executive Summary for Schools

### **Florence Elementary School**

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## 2019-20 Phase Three: Executive Summary for Schools

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#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Florence Elementary School was established in 1931 as one of the first elementary schools in Boone County. The building was renovated in 2001 with an additional building to house more classrooms, library, cafeteria, technology labs and gymnasium. Once a rural community, the fast growing population and industrial development in Boone County has changed our status to an urban school. The flourishing business opportunities in the Florence area has enabled extensive community support of school programs. Local industry interested in engaging Florence students and their families have partnered with Florence Elementary to provide supplies, materials, funding, and educational experiences for our students, both to improve the Florence community and to develop the pipeline of students to local employment opportunities. Our school is located in the heart of the city of Florence, Kentucky. Currently, we have 54 certified and 31 classified staff members serving approximately 550 students, preschool through 5th grade. Our student population is about 46.75% minority, 17% special education, and 83% free and reduced lunch students. At Florence Elementary, we strive to provide a learning environment for the intellectual, social, physical, and emotional development of each child. Our challenges include a transient student population for whom a structured academic program for an extended length of time does not exist, almost 5% is homeless and 83% is identified low income and considered "at risk". Additionally, we have seen a consistent ELL population that includes nearly 20% of our students receiving additional language services. Currently, approximately 20 languages are spoken by our student population, with students coming to Florence Elementary from a myriad of cultural backgrounds including the Congo, Chuuk, Kenya, Guatamala and Somalia. Our responsibility is to achieve academic goals while helping to remove the barriers our students and families encounter.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statement of Florence Elementary School is to empower students, families, and teachers to achieve high levels of learning and leadership. Our vision is Florence Elementary School envisions a school community in which we implement systems, program, and instructional strategies by working toward common goals, collaborating interdependently, leading confidently, and setting high expectations for one another.. Florence Elementary is dedicated to providing all students with a safe and nurturing learning environment. Through implementation of the Leader in Me program we hope to instill in our students the desire to dream big, believe in themselves, and achieve success in all their undertakings. We also utilize the Positive Behavioral Intervention Strategies (PBIS) to teach behavioral expectations. We are dedicated to ensuring educational equity by providing programs and services that address the unique needs of of every student.

### **ATTACHMENTS**

#### **Attachment Name**

 [Vision and Mission](#)

## Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Florence Elementary School is a place to learn and grow. We have received awards for our service learning programs from the Mayerson Foundation since 2008. This year we were awarded our highest rank to date for PBIS for Gold Status. We also received an Energy Star Award for 2019. FES was awarded the Read to Achieve Grant to provide additional support for reading intervention. In response to the Next Generation Science Standards, we have updated the STEAM lab to include modeled CINSAM lessons. We have established an innovative academic schedule to incorporate additional special area classes including: STEAM Lab, World Language, Art, Music, Library, and Physical Education. Additional staffing has been provided to develop the academic levels of our students who are not reaching success. Intervention programs have been strengthened to provide services to students who are performing below grade level. In the areas of improvement, we implemented Benchmark Literacy to address a balanced literacy K-5 and consistent Reading instruction program. We have instituted a collaboration partnership with Northern Kentucky University to create an innovative teaching and learning model for our elementary students and future educational professionals known as the Collaboration Project. We have also worked with Fidelity Investments and Hands On Nashville to receive a transformation day of service. We have seen Novice reduction in ELL and Hispanic populations in math and reading. ST Math (Spatial Temporal Math) has proven to support our diverse population to aid in development of non-verbal problem solving capabilities and mathematical understandings, and we have noted gains in math as evidenced by students' STAR and KPREP math scores. Florence Elementary School has made a commitment to improve the relationships between the home, school, and community. We are supplementing our classroom instruction by incorporating such programs as Parent Engagement activities, FRC Parent Academies (Born Learning), Back to School Nights, Facebook page, Twitter, and Parent Portal. We have restructured our special education programs, before/after school program, and Title I programs to meet the individual needs of students. We have increased parent participation through our parent programs. We continue to strive to provide each student with a variety of technological experiences. We have interactive whiteboards in every homeroom encouraging student interaction with the classroom teaching materials. We have iPads (grades K-2) and class sets of Chromebooks K-5th grade which we are encouraging all teachers to utilize with their students to increase hands-on technology within lessons. We have student response systems and document cameras available for classroom use and are working to get the entire teaching staff comfortable with utilizing these tools. We have also incorporated virtual reality glasses to increase student engagement and experiences with content. Florence Elementary is committed to incorporating 21st century skills to include Collaboration, Communication, Critical Thinking and Creativity in our students' comprehensive education. We have taken initiative to strengthen existing educational and community programs while focusing on increasing opportunities for students to engage in these 21st century skills. Progress is occurring regularly while we focus on this development area.

## Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.


Although we were not identified as a TSI or CSI school, we are continuing to focus on gap group students through 30, 60, 90 day plans with intentional focus on instruction, data analysis, and professional learning. We are embedding commitments from teachers in 30 days increments to support students. We also are using CASE assessment data three times a year to make instructional decisions for individual students.

### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Student engagement has been a focus at FES. Nearly all of our staff members have participated in Kagan Engagement Strategies training. We have developed the FES Engagement Tool to monitor student engagement. Our staff works intensely to establish community relationships and parent engagement activities for students and their families. We are currently working with local business partners including Northern Kentucky Health Department, Fidelity Investments, Remke Market, Lowe's, and St. Elizabeth Hospital to develop cultural changes, community outreach, innovative robotics programs, and hygiene/wellness programs with students and staff. Donations from Fidelity Investments, we were able to purchase multiple class sets of WeDo robotics and LEGO Mechanisms sets which we are using regularly in the STEAM lab to encourage extended hands-on activities related to the NGSS standards. We are currently implementing Born Learning, a program designed to jump start child development and literacy for ages birth to 5. We have seen an increase in attendance of our growing ELL population, and are excited with the increased family participation in the Born Learning program. Many community churches work hand-in-hand with our staff to help eliminate barriers for our students and help address their needs, providing food, clothing, school supplies and personal items for families in need, coordinated by our FRC program. Florence Elementary is committed to developing our students, their families and our community through a combination of shared human and physical resources to inspire leadership.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">Vision and Mission</a>	2019-2020 Vision and Mission	•