



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Polk Avenue Elementary School

110 POLK AVE E

Lake Wales, FL 33853

863-678-4244

<http://lwcharterschools.com/polkave>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 66%
Alternative/ESE Center No	Charter School Yes	Minority Rate 67%

School Grades History

2013-14 B	2012-13 B	2011-12 C	2010-11 C	2009-10 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Polk Avenue Elementary School

Principal

Gail Quam

School Advisory Council chair

Devin Zenteno

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gail Quam	Principal
Metta O'Bryant	Assistant Principal
Ambica Randev	Title 1 Facilitator & Math Resource Teacher
MaryAnn Baker	Reading Resource Teacher
Melissa Kelly	Science Resource Teacher
Monty Harrington	Technology Resource Teacher

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of our SAC reflects our ethnic, racial, and social economic characteristics of our student population. The membership of our SAC is comprised of 71% of parents and community and 35% are school based employees. Our SAC chairperson is Devin Zenteno.

Involvement of the SAC in the development of the SIP

Each year we present the rough draft to our SAC committee and we ask them to review it and to give feedback. We modify the final copy according to the input that we receive. A final copy is then presented and reviewed. SAC minutes and the School Improvement Plan are kept for public access. Two reports that the SAC members use to determine SIP goals and objectives are School Grade and AYP.

Activities of the SAC for the upcoming school year

SAC members must vote on District Discretionary Lottery Funds, School Recognition Funds, and Five Star Schools. The SAC is involved in many of the activities that are required for Five Star Status as well as decision making to improve our school culture, community, and academics.

Projected use of school improvement funds, including the amount allocated to each project

There are not any funds allocated for SAC.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gail Quam

Principal

Years as Administrator: 10

Years at Current School: 28

Credentials

BA, Elementary Education
MS, Educational Leadership

Performance Record

Year Grade AYP
2012-13 B N/A
2011-12 C N/A
2010-11 C 82%
2009-10 A 97%
2008-09 C 85%
2007-08 B 95%
2006-07 A 97%
2005-06 B 97%
2004-05 C 87%
2003-04 A 87%

Metta O'Bryant		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Elementary Education MS, Educational Leadership	
Performance Record	Year Grade AYP 2012-13 B N/A 2011-12 C N/A 2010-11 C 82%	

Instructional Coaches

of instructional coaches
4

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

MaryAnn Baker		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Qualifications: Bachelors of Science (Elementary Education) Masters in Education (Curriculum & Instruction) Certifications: Elementary Education 1-6 Media Specialist Pre K-12 Exceptional Student Education K-12	
Performance Record	N/A	

Ambica Randev		
Full-time / School-based	Years as Coach: 3	Years at Current School: 9
Areas	Mathematics	
Credentials	Qualifications: Post Graduate Diploma in Business Administration Bachelors in Commerce M.Ed. Elementary Education Certifications: Elementary Education K-6	
Performance Record	Year Grade AYP 2012-13 B N/A 2011-12 C N/A 2010-11 C 82%	

Melissa Kelly		
Full-time / School-based	Years as Coach: 21	Years at Current School: 6
Areas	Science	
Credentials	Qualifications: Bachelors in Education Certications: National Board Certified Elementary Education 1-6 Pre Kindergarten/ Primary Education Age 3-Grade 3	
Performance Record	Year Grade AYP 2012-13 B N/A 2011-12 C N/A 2010-11 C 82% 2009-10 A 97% 2008-09 C 85% 2007-08 B 95%	

Monty Harrington

Full-time / School-based	Years as Coach: 4	Years at Current School: 6
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Areas	Other
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Credentials	Bachelors in Art (Mass Communications and minor in Writing) Certifications: Elementary Education K-6
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Performance Record	Year Grade AYP 2012-13 B N/A 2011-12 C N/A 2010-11 C 82% 2009-10 A 97%
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Classroom Teachers

of classroom teachers
25

receiving effective rating or higher
25, 100%

Highly Qualified Teachers
100%

certified in-field
25, 100%

ESOL endorsed
20, 80%

reading endorsed
1, 4%

with advanced degrees
3, 12%

National Board Certified
1, 4%

first-year teachers
2, 8%

with 1-5 years of experience
12, 48%

with 6-14 years of experience
10, 40%

with 15 or more years of experience
3, 12%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Description of Strategy	Person Responsible	Date
Partnership with local colleges with the placement of interns and practicum students	Administrator	Ongoing
To retain highly qualified teachers we participate in NBCT, and Masters Programs	Administrator	Ongoing

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A TIPS program is provided by the Lake Wales Charter School System for all beginning teachers. Subject Area Resource Teachers meet monthly with all teachers as well as when needed. Grade Level Directors also serve as mentors for their grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Utilizing data obtained from the quarterly Progress Monitoring tool (i.e. Discovery testing), the Principal and School Counselor meet 8 times per year with each grade level (more often if necessary) to identify students in need of extra supports. Tier 2 interventions are developed and reviewed at each of these meetings. If the student's progress, as determined by the measurement tool identified at these meetings shows that the student needs further assistance, then an MTSS /RTI meeting is scheduled. At that meeting the team members determine if there is a need for Tier 3 interventions. If so, such interventions are developed and progress monitoring tools for that intervention are identified. Once there has been adequate time to assess how the interventions are working for the student, then a second MTSS/RTI meeting is held to review the data and determine future courses of action. This is supported by having 30 minute intervention blocks of time built into the day where students with similar academic hurdles are grouped together by need and skill level in small groups that are teacher led. This works very well for

allowing a maximum number of students to receive needed Tier 2 interventions. With regards to Tier 3 interventions, resource teachers are assigned to various grade levels and work with the students from their particular grade level on the skills identified by the MTSS Team using the strategies identified by the MTSS team. This work with Tier 3 students is generally one on one with the resource teacher, but never reaches a level beyond a 1:3 ratio.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Polk Avenue has a wide array of professionals serving on the MTSS and SIP teams. The School Counselor provides leadership and guidance to the team, while various other members lend their area of expertise. Other standing team members include the ESE teacher, ELL paraprofessional, Reading Resource Teacher, Mathematics Resource Teacher, Science Resource Teacher, School Psychologist, and Positive Behavior Support (PBS) coach. Each of these team members utilize their training and experience to assist in developing the best possible plan for each individual student.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Fidelity of the plan is monitored via a Fidelity Sheet that is completed by the person identified by the MTSS Team as being responsible for each individual intervention. That person, always a certified teacher, records on the fidelity sheet each day that the student receives their intervention and also notes why they did not on the days that they do not get their interventions. The Fidelity sheet is also used to monitor the scores from the weekly or bi-weekly progress monitoring that was identified by the Team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Progress Monitoring data is utilized for this purpose for reading, mathematics, science and writing. Progress monitoring data Genesis Discipline Data is utilized for the engagement piece.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The understanding of and capacity building for the staff is handled through the aforementioned meetings with the Principal, School Counselor, and classroom teachers that occurs at built in times eight times during the year. For the families, the classroom teacher meets with or talks to each parent at least once per month whenever their child is in either Tier 2 or Tier 3 of the intervention process. Parent meetings also occur for all students at the school, but on a less frequent basis than for those Tier 2 and Tier 3 students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,040

We will provide an after school program for 3-5 grade students who need intervention in Reading & Math twice a week. Students needing enrichment will participate in our academic teams and other leadership clubs.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

We will monitor the data for Progress Monitoring and classroom assessments.

Who is responsible for monitoring implementation of this strategy?

Administration, Resource Teachers, and Classroom Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Gail Quam	Principal
Metta O'Bryant	Assistant Principal
MaryAnn Baker	Reading Resource Teacher
Lynn Follid	K-Support Teacher
Dr. Richard Culyer	Reading Consultant

How the school-based LLT functions

This group will meet to determine reading instructional strategies, philosophy, and direction for our students.

Major initiatives of the LLT

Culyer Reading Strategies for 1st-5th grade and Super Kids Reading Program for Kindergarten.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers participated in comprehension strategy trainings provided by Dr. Richard Culyer, our Reading Consultant. Science, Social Studies, and Math Teachers were provided strategies that could be applied to all content areas.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Strategy #1

Our kindergarten team led by our K Support teacher assists preschool children in transition from Early Childhood programs to our elementary school by providing the following: Kindergarten Roundup (pre-registration and visitation of Kindergarten classrooms); Distribute fliers to all local daycare facilities who filter children to our schools; Readiness screening in spring and summer prior to Polk Avenue Elementary Kindergarten program; Kindergarten Week is provided for all incoming Kindergarten students during summer to ease the transition to school.

Strategy #2

Our K support teacher assesses each k student upon entry to Polk Avenue Elementary and places them according to their skills in their classrooms. They are heterogeneously grouped for homeroom, but are ability grouped for reading.

Strategy #3

Polk Avenue Elementary disaggregates data to determine students' acquisition of specific skills and knowledge by breaking down the data from the Readiness Assessment into a variety of possible subgroups.

Strategy #4

Polk Avenue Elementary helps the students to cultivate meaningful relationships by using peer interactions during the Kindergarten Round-up event and Kindergarten Week experience.

Strategy #5

The kindergarten teachers responsible for the kindergarten transition process are highly qualified teachers and paraeducators. Although this group is highly qualified, ongoing training of staff in transition strategies will occur throughout the school year.

Strategy #6

Polk Avenue Elementary differentiates between orientation to school using Kindergarten Round-Up and Kindergarten Orientation Day and transition to school using Polk Avenue Elementary Kindergarten Week Program.

Strategy #7

Parental involvement and communication is provided by news releases; flyers; phone calls prior to Kindergarten Week; home visits as needed; From Your Nest to Ours, a coffee time for parents on the first day of school; and a 30 minutes Parent Component is provided for all parents during Kindergarten Week. Parents will complete an evaluation of the transition programs at this time.

Strategy #8

The Kindergarten Support grant was given through the Lake Wales Charter Schools Foundation. This grant allows us to make this program possible.

Strategy #9

A K Support study was completed to determine the meaningfulness of this grant. The study supports the use of this program.

The return on investment was overwhelming in the benefit of this program to our students. The donor making this grant possible was delighted to see the effect of the program with the children and has given one additional paraprofessional to enable the program to serve more students.

Strategy #10

The Kindergarten teachers assess students using the FLKRS to determine school readiness for the state of Florida.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	31%	No	55%
American Indian				
Asian				
Black/African American	34%	24%	No	41%
Hispanic	42%	21%	No	48%
White	66%	45%	No	69%
English language learners	31%	16%	No	38%
Students with disabilities	48%	10%	No	54%
Economically disadvantaged	48%	30%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	21%	24%
Students scoring at or above Achievement Level 4	20	9%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	144	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	30	76%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	62	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	17%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	23%	26%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	27	47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	58%	No	68%
American Indian				
Asian				
Black/African American	52%	42%	No	57%
Hispanic	60%	56%	No	64%
White	73%	71%	No	76%
English language learners	53%	52%	No	57%
Students with disabilities	68%	31%	No	72%
Economically disadvantaged	63%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	29%	32%
Students scoring at or above Achievement Level 4	58	26%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	187	83%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	78%	81%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	30%	33%
Students scoring at or above Achievement Level 4	25	34%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		11
Participation in STEM-related experiences provided for students	1090	75%	78%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	12%	9%
Students retained, pursuant to s. 1008.25, F.S.	95	20%	17%
Students who are not proficient in reading by third grade	33	7%	4%
Students who receive two or more behavior referrals	12	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	4%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The number of parents in attendance at Parent Involvement activities at the school will increase by 3%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation at Parent Involvement Activities	512	27%	28%%

Goals Summary

- G1.** By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.
- G2.** By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.
- G3.** By the end of the school year 2013-14, 3% of participating students will increase their proficiency in Reading, Listening/Speaking, & Writing as measured by the CELLA assessment.
- G4.** By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report
- G5.** By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.
- G6.** By the end of school year 2013-14, the students who miss 10% or more will decrease by 3%.
- G7.** By the end of the school year 2013-14, we will reduce the number of behavior referrals that lead to suspension by 3%.

Goals Detail

G1. By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.

Targets Supported

Resources Available to Support the Goal

- Acaletics Consultant & Materials- Acaletics is a researched based that is used at Polk Avenue Elementary to supplement the core instruction (Go Math) in the classroom. Acaletics materials provide students with multi- stand practice. The Acaletics consultant visits the school four times a year to meet with teachers to look at data to improve student achievement.
- Math Resource Teacher- Math Resource teacher provides the math teacher with a focus calendar, acts as a mentor, conduct walk throughs to ensure that Math Curriculum & Acaletics program are implemented with fidelity, provides professional development through monthly vertical team meetings, and provides intervention for struggling students as needed.
- Professional Development- 1) Acaletics consultant conducts five visit during the school year to train math teachers on the program, do demo lessons, and go over the student data to make recommendations to increase student achievement. 2) Math Resource Teacher conduct monthly vertical team meetings (PLCs) to ensure that the math curriculum is followed consistently and ensure the completion of the math curriculum timeline. Math Resource Teacher also meets grade level or individual math teachers to provide guidance as needed.
- Ability grouping in grade 3-5

Targeted Barriers to Achieving the Goal

- Inability to retain math concepts taught in class
- Lack of basic fact fluency

Plan to Monitor Progress Toward the Goal

Data from Progress Monitoring will be tracked to monitor student growth or success

Person or Persons Responsible

Math Teachers, Acaletics Consultant, Math Resource Teacher, and Administration

Target Dates or Schedule:

Three times a year

Evidence of Completion:

Progress Monitoring data

G2. By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.

Targets Supported

- Writing

Resources Available to Support the Goal

- Ability grouping students to target student needs. Small instruction will be provided for struggling students as identified by progress monitoring during the school day, WOW Word folders, PowerPoint presentations, games, and EduCreation videos of our classroom teachers teaching reinforcement lessons.
- ESOL support from staff and accommodating students as needed
- The instructional focus calendar will be used to highlight dates to instruct benchmarks and skills to be taught or remediated prior to spring testing
- Real or virtual field trips, hands-on experiences, project based learning (extended thinking), games, and editable teacher-made activities

Targeted Barriers to Achieving the Goal

- Scheduling curriculum and skills to be mastered prior to spring testing and set goals of when tasks should be mastered

Plan to Monitor Progress Toward the Goal

Administer Progress Monitoring for writing & collect data

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule:

3 times a year

Evidence of Completion:

Beginning, Middle and End of the Year Progress Monitoring Data

G3. By the end of the school year 2013-14, 3% of participating students will increase their proficiency in Reading, Listening/Speaking, & Writing as measured by the CELLA assessment.

Targets Supported

Resources Available to Support the Goal

- Two Paraprofessionals will work with students on an ongoing basis
- Ten I pads will be used in small group instruction to increase student engagement as they interact with language apps

Targeted Barriers to Achieving the Goal

- Students have expressive and receptive language deficiencies

Plan to Monitor Progress Toward the Goal

Progress Monitoring is conducted three times annually and student report cards will be tracked for success

Person or Persons Responsible

ESOL Paraprofessionals, Classroom Teachers, & Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress Monitoring Data, Report Cards and Data Meeting sign in sheets

G4. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report

Targets Supported

Resources Available to Support the Goal

- Reading Consultant
- Reading Resource Teacher
- Professional Development
- Differentiated Instruction

Targeted Barriers to Achieving the Goal

- Reading Professional Development

Plan to Monitor Progress Toward the Goal

Monitor Progress Monitoring Data

Person or Persons Responsible

Reading Teachers, Reading Resource Teacher, Reading Consultant, and Administration

Target Dates or Schedule:

Beginning, middle and end of the year

Evidence of Completion:

Progress Monitoring Data

G5. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Science Resource Teacher
- Sciencesaurs Books used in 2-5
- Science Lab for K-5
- Polk County Curriculum maps
- Science Boot Camp materials for 3-5

Targeted Barriers to Achieving the Goal

- Students have a lack of background knowledge

Plan to Monitor Progress Toward the Goal

All students will take the progress monitoring assessments

Person or Persons Responsible

Science Teachers, Science Resource Teacher, and Administration

Target Dates or Schedule:

Beginning, Middle and End of each year

Evidence of Completion:

Progress Monitoring Data

G6. By the end of school year 2013-14, the students who miss 10% or more will decrease by 3%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Team

Targeted Barriers to Achieving the Goal

- Lack of parental support

Plan to Monitor Progress Toward the Goal

Weekly Genesis Attendance Reports

Person or Persons Responsible

Attendance manager and Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Documentation in the attendance log

G7. By the end of the school year 2013-14, we will reduce the number of behavior referrals that lead to suspension by 3%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Positive Behavior Support (P.B.S.)
- P.A.X.
- Leader in Me Program based on the book "Seven habits of highly effective people" by Steven Covey

Targeted Barriers to Achieving the Goal

- Lack of parental support and training at home

Plan to Monitor Progress Toward the Goal

Reduction in discipline referrals

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Discipline data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.

G1.B1 Inability to retain math concepts taught in class

G1.B1.S1 Teach Acaletics Hooks and strategies that will help students retain and recall math concepts

Action Step 1

Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks

Person or Persons Responsible

K-5 Math Teachers, Math Resource Teacher, & Acaletics Consultant

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increase in student scores for Acaletics Comprehensive Pre Post Assessment

Facilitator:

Acaletics Consultant & Math Resource Teacher

Participants:

All K-5 Math Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Math teachers will administer monthly Acaletics Pre Post Assessment and Math Resource Teacher will collect data for this Assessment. Acaletics Consultant & Math Resource teacher will provide support to math teachers through professional development on implementing the Acaletics program and help math teachers look at student data to improve student achievement.

Person or Persons Responsible

Math Teacher, Acaletics Consultant & Math Resource Teacher

Target Dates or Schedule

Assessments will be conducted monthly and support will be provide through Acaletics Consultant visits and math monthly vertical team meetings

Evidence of Completion

Sign in sheet for Acaletics Consultant visits and monthly vertical team meetings

Plan to Monitor Effectiveness of G1.B1.S1

Student learning gains will be tracked and support will be provided to struggling teachers and intervention will be provided to struggling students.

Person or Persons Responsible

Math Teachers, Acaletics Consultant, Math Resource Teacher, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

1. Data for the monthly Acaletics Comprehensive Pre Post Assessment will be collected and reported 2. Student growth and success on the Acaletics Comprehensive Pre Post Assessment will be tracked

G1.B2 Lack of basic fact fluency

G1.B2.S1 Administer and monitor basic fact fluency checks in all grade levels

Action Step 1

Administer and monitor basic fact fluency checks in all grade levels

Person or Persons Responsible

Math Teachers and Math Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Fluency Check Data

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Track student progress on the monthly fluency checks

Person or Persons Responsible

Math Teacher, Math Resource Teacher, and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Fluency check scores

Plan to Monitor Effectiveness of G1.B2.S1

Students who are not proficient (scoring below 60%) on the basic facts will be paired with a volunteer or a math buddy to practice basic facts

Person or Persons Responsible

Math Teacher, Math Resource Teacher, and Administration

Target Dates or Schedule

Thrice a week

Evidence of Completion

Improvement in students fluency check scores

G2. By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.

G2.B3 Scheduling curriculum and skills to be mastered prior to spring testing and set goals of when tasks should be mastered

G2.B3.S1 Incorporate Shurley English grammar curriculum to complete grammar curriculum in a timely manner.

Action Step 1

Incorporate Shurley English grammar curriculum to complete help ensure their grammar curriculum in a timely manner

Person or Persons Responsible

Writing teachers in all grade levels

Target Dates or Schedule

This will be done at least 3 times a week

Evidence of Completion

Evidence of completion will be recorded based on students weekly chapter check up scores

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Students weekly chapter check up scores

Person or Persons Responsible

Writing Teacher in all grade levels

Target Dates or Schedule

Weekly

Evidence of Completion

EleGrade grade recording system

Plan to Monitor Effectiveness of G2.B3.S1

monitor for usage of strategies across subject areas

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly planning meetings

Evidence of Completion

Chapter checks ups as addressed in Shurley English

G2.B3.S2 Create a timeline of curriculum for writing teachers to follow set and goals of when tasks should be mastered.

Action Step 1

Create a timeline of curriculum for writing teachers to follow and set goals of when the task should be mastered

Person or Persons Responsible

Writing teachers, Writing Consultant, and administration

Target Dates or Schedule

Curriculum calendar and goals will be created and annually and monitored monthly

Evidence of Completion

These goals will be monitored through the teacher data notebooks at monthly data meetings during planning week

Action Step 2

Create a timeline of curriculum for writing teachers to follow and set goals of when the task should be mastered

Person or Persons Responsible

Writing teachers, Writing Consultant, and administration

Target Dates or Schedule

Curriculum calendar and goals will be created and annually and monitored monthly

Evidence of Completion

These goals will be monitored through the teacher data notebooks at monthly data meetings during planning week

Facilitator:

Writing Consultant

Participants:

All Writing Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Goals will be monitored through teacher data notebooks

Person or Persons Responsible

Writing Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Recorded by grade level director and administration

Plan to Monitor Effectiveness of G2.B3.S2

Oversee the completion of school wide goals and monitor that they are implemented with fidelity

Person or Persons Responsible

Writing teachers and Administrations

Target Dates or Schedule

Monthly

Evidence of Completion

Student growth and success on monthly assessments

G2.B3.S3 Create teacher accountability partners to encourage and assist teachers to be on pace with the writing curriculum timeline.

Action Step 1

Act as teacher accountability partners to encourage and assist teachers to be on pace with the writing curriculum timeline and meeting their set goals

Person or Persons Responsible

Writing Teachers and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

This check in will be at every other grade level meeting and be recorded on meeting agenda

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Conduct a check in at every other grade level meeting

Person or Persons Responsible

Writing Teachers and Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Recorded on Grade Level Meeting agenda/form

Plan to Monitor Effectiveness of G2.B3.S3

Monitor Staff Collaboration

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

classroom walkthroughs to verify classes are maintaining an adequate pace

G2.B3.S4 Assess students monthly to help teachers decide what students have not mastered certain areas of the writing process

Action Step 1

Assess students monthly to help decide what students have not mastered certain areas of the writing process

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of completion will be the completed assessments

Action Step 2

Assess students monthly to help decide what students have not mastered certain areas of the writing process

Person or Persons Responsible

Writing Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of completion will be the completed assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S4

Assess students writing skills

Person or Persons Responsible

Writing teachers

Target Dates or Schedule

Monthly

Evidence of Completion

EleGrade grade recording system

Plan to Monitor Effectiveness of G2.B3.S4

80% averages on student writing assessments

Person or Persons Responsible

Writing teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writing assessment scores

G3. By the end of the school year 2013-14, 3% of participating students will increase their proficiency in Reading, Listening/Speaking, & Writing as measured by the CELLA assessment.

G3.B2 Students have expressive and receptive language deficiencies

G3.B2.S1 Students will receive small group instruction on a regular basis with ESOL paraprofessionals

Action Step 1

Students will receive small group instruction with ESOL paraprofessional

Person or Persons Responsible

ESOL paraprofessional

Target Dates or Schedule

Within the school day

Evidence of Completion

Progress Monitoring & CELLA

Plan to Monitor Fidelity of Implementation of G3.B2.S1

ESOL Schedule and monthly data meeting with teachers to monitor ESOL student achievement

Person or Persons Responsible

ESOL Paraprofessional, Classroom Teacher, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data meeting sign in sheets

Plan to Monitor Effectiveness of G3.B2.S1

ESOL paraprofessional and classroom teachers will track the progress of the ESOL students to determine if strategies are effective. If strategies are not effective the team will brainstorm new strategies

Person or Persons Responsible

ESOL Paraprofessionals, Classroom Teachers, & Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Monitoring Data & Data Meeting sign in sheets

G4. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report

G4.B1 Reading Professional Development

G4.B1.S1 Schedule specific training sessions focusing on the Culyer Reading Strategies, research-based strategies for teaching reading.

Action Step 1

Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies.

Person or Persons Responsible

Reading Resource Teacher, Reading Consultant, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Training Calendar & sign in sheet for the professional development

Facilitator:

Reading Consultant & Reading Resource Teacher

Participants:

Reading Teachers in all grade level

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom Observations

Person or Persons Responsible

Reading Resource Teacher, Reading Consultant Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation notes

Plan to Monitor Effectiveness of G4.B1.S1

Monitor classroom data

Person or Persons Responsible

Reading Teachers, Reading Resource Teacher, Reading Consultant, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom data, agendas and sign in sheet from monthly data meetings

G5. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.

G5.B1 Students have a lack of background knowledge

G5.B1.S1 Incorporate non-fiction, concept related, reading and writing assignments. More support for students in terms of pictures, vocabulary instruction, and science demonstrations.

Action Step 1

K-5 Teachers will use Social Studies Weekly and 3-5 Science Boot Camp nonfiction materials for the classrooms

Person or Persons Responsible

Classroom Teachers and Science Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of the Social Studies Weekly

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teachers will administer science boot camp assessments and track student data

Person or Persons Responsible

Science Teachers and Science Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Science boot camp assessment data and social studies weekly data

Plan to Monitor Effectiveness of G5.B1.S1

Teacher will track the progress of the Science boot camp assessment in the student data notebooks

Person or Persons Responsible

Science Teachers and Science Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Science boot camp assessment data

G5.B1.S2 Fifth grade comes to the Science Lab twice a week now instead of once a week for more hands on science and demonstrations

Action Step 1

5th grade students will go to the science lab twice a week

Person or Persons Responsible

Science Teachers and Science Resource Teacher

Target Dates or Schedule

Twice a week during the school year

Evidence of Completion

Master Schedule will reflect the Science Lab days and time

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Science the science lab schedule created for 5th grade to come to the Science Lab twice a week

Person or Persons Responsible

5th Grade Science teachers, Science Resource Teacher, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative walk throughs

Plan to Monitor Effectiveness of G5.B1.S2

Teacher will monitor assessment data through Discovery mini assessments

Person or Persons Responsible

Science Teachers and Science Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Discovery Mini Assessment data

G5.B1.S3 STEM lessons added to Science and Math Block

Action Step 1

Science and Math teachers will teach one STEM lesson every month

Person or Persons Responsible

Science & Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

Facilitator:

Science Resource Teacher, Math Resource Teacher and Technology Resource Teacher

Participants:

All Science & Math Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Administrative walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through notes

Plan to Monitor Effectiveness of G5.B1.S3

Monitor data for STEM Assessments and provide professional development opportunities

Person or Persons Responsible

Science & Math Teachers, Science Resource Teacher, Math Resource Teacher & Technology Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Data from Stem Assessments

G6. By the end of school year 2013-14, the students who miss 10% or more will decrease by 3%.

G6.B1 Lack of parental support

G6.B1.S1 Parent contact, home visits, attendance committee meetings, and scaffolded levels of support as needed

Action Step 1

A stringent attendance policy will be implemented with fidelity

Person or Persons Responsible

Attendance team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance reports and attendance log

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Weekly monitoring of the attendance data

Person or Persons Responsible

Attendance team

Target Dates or Schedule

weekly

Evidence of Completion

Attendance data and action steps

Plan to Monitor Effectiveness of G6.B1.S1

Genesis Reports

Person or Persons Responsible

Attendance Manager and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of Action Plan

G7. By the end of the school year 2013-14, we will reduce the number of behavior referrals that lead to suspension by 3%.

G7.B1 Lack of parental support and training at home

G7.B1.S1 Student and parent training

Action Step 1

Teaching students school wide expectation and rules

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Discipline reports

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Weekly leadership meetings will be conduct to review behavior data

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of G7.B1.S1

Reduction in discipline referrals

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Discipline reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Polk Avenue Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Polk Avenue Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Polk Avenue Elementary are used to purchase Professional Development for teachers.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

SAI unit(s) provided to Polk Avenue Elementary enhance student achievement by giving guidance and direction to reading instructors.

Violence Prevention Programs

Polk Avenue Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities

with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)

Students are provided with information related to adult education options upon request.

Career and Technical Education (Secondary)

Students at Polk Avenue Elementary have the option to participate in the Criminal Justice Career Academy. The academy assists students in acquiring an understanding the American legal and criminal justice systems. The academy provides an opportunity for student to participate in hands-on training and prepares students to explore the wide range of career opportunities related to criminal justice and law.

Job Training (Secondary)

A partnership between Polk Avenue Elementary and the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.

G1.B1 Inability to retain math concepts taught in class

G1.B1.S1 Teach Acaletics Hooks and strategies that will help students retain and recall math concepts

PD Opportunity 1

Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks

Facilitator

Acaletics Consultant & Math Resource Teacher

Participants

All K-5 Math Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increase in student scores for Acaletics Comprehensive Pre Post Assessment

G2. By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.

G2.B3 Scheduling curriculum and skills to be mastered prior to spring testing and set goals of when tasks should be mastered

G2.B3.S2 Create a timeline of curriculum for writing teachers to follow set and goals of when tasks should be mastered.

PD Opportunity 1

Create a timeline of curriculum for writing teachers to follow and set goals of when the task should be mastered

Facilitator

Writing Consultant

Participants

All Writing Teachers

Target Dates or Schedule

Curriculum calendar and goals will be created and annually and monitored monthly

Evidence of Completion

These goals will be monitored through the teacher data notebooks at monthly data meetings during planning week

G4. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report

G4.B1 Reading Professional Development

G4.B1.S1 Schedule specific training sessions focusing on the Culyer Reading Strategies, research-based strategies for teaching reading.

PD Opportunity 1

Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies.

Facilitator

Reading Consultant & Reading Resource Teacher

Participants

Reading Teachers in all grade level

Target Dates or Schedule

Ongoing

Evidence of Completion

Training Calendar & sign in sheet for the professional development

G5. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.

G5.B1 Students have a lack of background knowledge

G5.B1.S3 STEM lessons added to Science and Math Block

PD Opportunity 1

Science and Math teachers will teach one STEM lesson every month

Facilitator

Science Resource Teacher, Math Resource Teacher and Technology Resource Teacher

Participants

All Science & Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.	\$71,075
G2.	By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.	\$3,000
G4.	By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report	\$18,000
G5.	By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.	\$61,909
Total		\$153,984

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title 1	\$132,984	\$18,000	\$150,984
General Funds	\$3,000	\$0	\$3,000
Total	\$135,984	\$18,000	\$153,984

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By the end of the school year, students scoring Achievement Level 3 or above on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report.

G1.B1 Inability to retain math concepts taught in class

G1.B1.S1 Teach Acaletics Hooks and strategies that will help students retain and recall math concepts

Action Step 1

Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks

Resource Type

Personnel

Resource

Acaletics Consultant and Math Resource Teacher

Funding Source

Title 1

Amount Needed

\$71,075

G2. By the end of the school year, students scoring Achievement Level 3.5 or higher on the FCAT Writing assessment will increase by 3% as measured by School Grade report.

G2.B3 Scheduling curriculum and skills to be mastered prior to spring testing and set goals of when tasks should be mastered

G2.B3.S2 Create a timeline of curriculum for writing teachers to follow set and goals of when tasks should be mastered.

Action Step 2

Create a timeline of curriculum for writing teachers to follow and set goals of when the task should be mastered

Resource Type

Personnel

Resource

Writing Consultant

Funding Source

General Funds

Amount Needed

\$3,000

G4. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Reading will increase by 3% as measured by the School Grade Report

G4.B1 Reading Professional Development

G4.B1.S1 Schedule specific training sessions focusing on the Culyer Reading Strategies, research-based strategies for teaching reading.

Action Step 1

Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies.

Resource Type

Evidence-Based Program

Resource

Reading Consultant

Funding Source

Title 1

Amount Needed

\$18,000

G5. By the end of the school year 2013-14, students scoring Achievement Level 3 or above on the FCAT 2.0 in Science will increase by 3% as measured by School Grade Report.

G5.B1 Students have a lack of background knowledge

G5.B1.S2 Fifth grade comes to the Science Lab twice a week now instead of once a week for more hands on science and demonstrations

Action Step 1

5th grade students will go to the science lab twice a week

Resource Type

Personnel

Resource

Technology Resource Teacher

Funding Source

Title 1

Amount Needed

\$61,859

G5.B1.S3 STEM lessons added to Science and Math Block

Action Step 1

Science and Math teachers will teach one STEM lesson every month

Resource Type

Personnel

Resource

Technology Resource Teacher

Funding Source

Title 1

Amount Needed

\$50