

Lake Wales Charter Schools

# Polk Avenue Elementary School



2015-16 School Improvement Plan

## Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

<http://lwcharterschools.com/polkave>

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | Yes                           | 0%  |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | Yes                   | 0%  |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> | <b>2010-11</b> |
| <b>Grade</b> | B              | B              | C              | C              |

### School Board Approval

N/A

### SIP Authority and Template

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>18</b> |
| Goals Summary   | 18        |
| Goals Detail  | 18        |
| Action Plan for Improvement   | 20        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>24</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>25</b> |
| Professional Development Opportunities  | 26        |
| Technical Assistance Items  | 0         |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>0</b>  |

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Not In DA   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Polk Avenue Elementary is to educate and challenge students to discover the leader in themselves, empowering them to become responsible and contributing citizens.

##### **Provide the school's vision statement**

The vision of Polk Avenue Elementary is to deliver a rigorous academic program and to assist each student in becoming healthy global citizens in an ever changing world.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Our school has a high hispanic population. We have held Hispania Days for the past two years celebrating the cultures from all of the hispanic countries represented at our school. This year we will be changing it to International Day so that we can include students from different ethnic backgrounds.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Polk Avenue has three behavioral programs that work together to build a strong school climate. The programs are Positive Behavior Support, the Leader in Me, and PAX. These programs all focus on the positive. Our Leadership program encourages students to be Leaders and many of them have leadership roles before, during and after school.

Polk Avenue also presents an all school meeting on Bullying. Students are taught who bullies are, who victims are and who bystanders are. Students are encouraged to help one another and to report any and all problems. All classrooms as well as the main office have bully boxes making it easy for students to let us know if there is a problem that they are having. All of these reports are followed up on.

Two students have also started a club against Bullying taking that on as leadership roles that they created for themselves and for our school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All of the above listed programs assist the school in minimizing distractions. During instructional time, students participate in "The Good Behavior Game" which is a part of the PAX program. To use the Good Behavior Game, the teacher and students set parameters for what behaviors will be accepted or not accepted during instructional periods. Student teams that meet the required standard participate in a 30 second to one minute reward. This does assist the students in self regulation.

##### **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**



Polk Avenue Elementary does meet student needs by implementing the Leader in Me program. Many students increase their self concept by seeing themselves as leaders. Some students need the staff members to see the Leader in them and they will pull it out of students.

Polk Avenue also has a relationship with the High School which encourages the Young Leaders from the High School to come to meet with Elementary students throughout the year. Polk Avenue also has a relationship with several of our local churches who work to recruit mentors to work with our students. They also purchase book bags with food on the weekend. This helps our students who do not have access to food on the weekends.

We have a system wide social worker who comes to school and has group counseling sessions to meet the needs of the students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Polk Avenue will work at the family level on building partnerships by meeting with parents in a variety of ways. These will include parent conferences, parent involvement nights, school celebrations, school traditions and home visits when needed.

Our local churches work with us to provide mentors for our schools.

For our community partners, we have our student leaders go to the Kiwanis Club, the Rotary Club, and both Polk Leadership as well as the Lake Wales Leadership classes. These students speak publicly about our school as well as share their student data that they chart in their student data notebooks with these business leaders. We also invite community partners to our school Leadership Day where we showcase what the students are learning in the area of leadership with our business partners.

Business Partners also participate in the Great American Teach in where they are able to share with students about their jobs. This helps to broaden our students' knowledge about careers that are available.

In addition to these, we work with the local high school and universities to have their students in our school often. These students do internships, work study, or just volunteer time helping students and the school.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership:**

| Name              | Title                    |
|-------------------|--------------------------|
| Quam, Gail        | Principal                |
| Hixenbaugh, Shay  | Assistant Principal      |
| Saran, Ambica     | Instructional Coach      |
| Baker, MaryAnn    | Instructional Coach      |
| Kelly, Melissa    | Instructional Coach      |
| Harrington, Monty | Instructional Technology |
| Fletcher, Melanie | Other                    |

**Duties**

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

Our leadership team is a critical part of shared decision making. Mrs. Quam and Mrs Hixenbaugh do make the final decision as the instructional leaders, but our resource teachers have a lot of input. Mrs. Quam and Mrs Hixenbaugh do instructional observations and provide feedback. Mrs. Saran is our Title I and Math Resource Teacher. She works on data for the team and presents in a format everyone can use. In addition she directly supervises math and holds monthly professional development as well as works with our math consultant. Mrs. Baker works directly with our reading program. She works with Dr. Culyer, our reading consultant, as well as models for teachers, coaches teachers, and provides professional development for them. Mrs. Kelly provides science instruction to all of our students. She meets with 3-5th grade students weekly and K-2 monthly. She works with the teachers to ensure that science instruction is happening at a high level and provides professional development for the teachers. Mr. Harrington works with teachers to help them provide engaging lessons for students. He helps the leadership team by ensuring that we keep the importance of technology at the forefront of our thinking. He helps us to think outside the box.

***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***

Utilizing data obtained from the quarterly Progress Monitoring tool (i.e. Discovery testing, FAIR, etc.), the Principal and School Counselor meet monthly 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, an intervention teacher was hired this year to provide instruction to one reading class as well as work with our Tier 3 students. The students from a particular grade level will focus 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.

#### 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 when they reach Lake Wales High School. 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

**School Advisory Council (SAC)**

**Membership:**

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Gail Quam        | Principal                  |
| Tom McCance      | Business/Community         |
| Angela Heyward   | Education Support Employee |
| Devin Zenteno    | Parent                     |
| Sabrina Howell   | Parent                     |
| Julio Acevedo    | Education Support Employee |
| Lamuel Figueroa  | Business/Community         |
| Ambica Saran     | Education Support Employee |
| Dana Lewis       | Teacher                    |
| Maria Torres     | Parent                     |
| Linnette Perez   | Parent                     |
| Emily Sims       | Student                    |
| Eric Revelo-Side | Student                    |
| Cinaya Anglin    | Student                    |
| Candance Cawood  | Student                    |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

We review our School Improvement Plan with our SAC members on our first SAC meeting by sharing students data and informing them about the barriers and strategies. During this meeting we also ask the SAC members for suggestion that they may have for School Improvement.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

Our SAC committee does give input on discretionary lottery funds, when they are available as well the school recognition funds.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There are not any funds allocated for SAC.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

| Name              | Title               |
|-------------------|---------------------|
| Quam, Gail        | Principal           |
| Hixenbaugh, Shay  | Assistant Principal |
| Baker, MaryAnn    | Instructional Coach |
| Flood, Lynn       | Teacher, K-12       |
| Fletcher, Melanie | Other               |
| Sheppard, Tammy   | Teacher, K-12       |

**Duties**

***Describe how the LLT promotes literacy within the school***

This group will meet to determine reading instructional strategies, philosophy, and direction for our students. We use Culyer Reading Strategies for Kindergarten-5th grade.

The LLT met and will continue to meet on our Reading Power Hour to provide for our teachers and students research based materials and programming to ensure growth in reading this school year. We will also conduct writing contests this school year to encourage and strengthen student writing performance.

The LLT team monitors the strategies that are used with in the school. The monitoring happens through classroom visits as well as monitoring lesson plans. Our reading coach is providing professional development in unpacking the ELA standards to ensure that all teachers have a deep understanding of the new standards.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Our teachers have common planning time each day. In addition there are grade level planning meetings in the office conference area. Monthly professional development enables teachers from across grade

levels to meet in vertical team meetings. Our reading program trainer works with our teachers to instruct them in collaborative planning.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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

**Describe the school's teacher mentoring program, including the rationale for pairings and 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. New teachers participating in the PEC program are partnered with high performing teachers. Grade Level Directors also serve as mentors for their grade level.

**Ambitious Instruction and Learning**

**Instructional Programs and Strategies**

**Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We will have C-Palms trainers come to give training on the Florida Standards to grade levels. The standards drive our instruction, not any program in particular. We use research based strategies in reading and apply them to the Florida Standards. We do use the Math Florida Standards Go Math Series as well as Common Core Ready Gen reading program. We use an assortment of science texts and strategies.

**Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Polk Avenue will be using progress monitoring data to differentiate instruction for our students. We will be using NWEA MAP for our reading assessment in grades K-5 this year. Students will also use I-Station daily. This program will also group students according to instructional needs. Teachers have documented this in their lesson plans their small groups, which students are served, as well what strategies they are using. I-Station does level the students using lexiles, allowing them to go as high as they can so that we can always challenge our high performing students.

Math NWEA MAP will be used for K-5 and Science progress monitoring will also be NWEA MAP grades 3-5. Our Acaletics program allows students to constantly review and challenge students during Math Club. Students in K-2 use a school created assessment in the area of science.

Write Score will be used for our Writing Progress monitoring for students in grades K-5.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** 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 Rationale**

Increased time for instruction will result in higher student learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Saran, Ambica, ambica.randev@lwcharterschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

**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. During this program, kindergarten students attend school during the summer for 4 days, 3 hours each day. The kindergarten teachers use this time to help the students and the parents understand curriculum and routines that will be used during the year.

**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; 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 teachers assess students using the FLKRS to determine school readiness for the state of Florida.

### College and Career Readiness

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

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.



**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2015-16 school year, Polk Avenue Elementary will maintain their school grade at a " B" or improve it by increasing proficiency in all subject areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** By the end of the 2015-16 school year, Polk Avenue Elementary will maintain their school grade at a "B" or improve it by increasing proficiency in all subject areas. **1a**

G074616

**Targets Supported** **1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   |               |
| AMO Math - All Students      |               |
| FCAT 2.0 Science Proficiency | 69.0          |

**Resources Available to Support the Goal** **2**

- Reading- Pearson, Ready Gen Core Curriculum and Target Reading Strategies, Professional Development by Pearson Ready Gen, Reading Resource Teacher, Reading Intervention Teacher, and Reading Paraprofessional
- Math- Acaletics Program, Acaletics Consultant visits, Math Resource Teacher, Vertical Team Meetings (PLC's), and Ten Marks web based program
- Science-Science Lab teacher, Sciencosauris (Grade 2-5), Science Lab (K-5), Science Boot Camp, and Edusmart (online resource)
- Writing- Write Score, Pearson Ready Gen

**Targeted Barriers to Achieving the Goal** **3**

- Reading Professional Development
- Inability to retain Math concepts and lack of basic facts knowledge
- Students have a lack of background knowledge in Science

**Plan to Monitor Progress Toward G1.** **8**

Progress Monitoring will be conducted three time a year and the data will be monitored as it becomes available.

**Person Responsible**

Ambica Saran

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Learning gains and student proficiency will be tracked for each grade level.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By the end of the 2015-16 school year, Polk Avenue Elementary will maintain their school grade at a " B" or improve it by increasing proficiency in all subject areas. **1**

 G074616

**G1.B1** Reading Professional Development **2**

 B194868

**G1.B1.S1** Schedule specific training sessions focusing on the Pearson Ready Gen in addition to the Target Reading Strategies, research-based strategies for teaching reading. **4**

 S206465

### Strategy Rationale

Providing research based instruction requires professional development based upon action research.

### Action Step 1 **5**

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 Responsible

MaryAnn Baker

### Schedule

Daily, from 8/24/2015 to 6/9/2016

### Evidence of Completion

Training calendar & sign in sheet for the professional development

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom observations will be done by Reading Resource Teacher Classroom observation notes and pacing calendars

**Person Responsible**

MaryAnn Baker

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Classroom observation notes and pacing calendars

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom data will be monitored.

**Person Responsible**

MaryAnn Baker


**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

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

**G1.B2** Inability to retain Math concepts and lack of basic facts knowledge **2**

 B194869

**G1.B2.S1** Teach students Acaletics Hooks and strategies that will them retain and recall math concepts. Teach and Practice basic facts. **4**

 S206466

**Strategy Rationale**

Students often forget the steps to solve math problems. Hooks - mnemonic devices will help them recall the steps require to solve the given math problem.

Basic facts are the building blocks to math success. By incorporating basic fact fluency practice and assessment during the school day we will build a strong foundation.

**Action Step 1** **5**

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 to help students recall the procedure to solve math problems. Teachers will administer monthly Fluency Checks.

**Person Responsible**

Ambica Saran

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Math teachers will administer monthly Acaletics Pre Post Assessment and Fluency Checks. Math Resource Teacher will collect data for these 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 Responsible**

Ambica Saran

**Schedule**

Every 2 Months, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Data from Comprehensive Pre Post Assessment & Fluency Checks will be used to monitor fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

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

**Person Responsible**

Ambica Saran

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**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 3. Feedback for improving teaching practices will be provided through walk through notes

**G1.B3** Students have a lack of background knowledge in Science 2

 B194870

**G1.B3.S1** Incorporate non-fiction, concept related, reading and writing assignments. More support for students in terms of pictures, vocabulary instruction, and science demonstrations. 4

 S206467

**Strategy Rationale**

Science knowledge can be improved by exposing student to a variety of non-fiction materials.

**Action Step 1** 5

K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms

**Person Responsible**

Melissa Kelly

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Completion of the Boot Camp nonfiction materials

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Teachers will administer science boot camp assessments and track student data

**Person Responsible**

Melissa Kelly

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Science boot camp assessment data and social studies weekly data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Teacher will track the progress of the Science boot camp assessment

**Person Responsible**

Melissa Kelly

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Science boot camp assessment data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity   | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date |
|-------------|--|----------------|-------------------------------|---|-------------------|
| G1.B1.S1.A1 | 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.  | Baker, MaryAnn | 8/24/2015                     | Training calendar & sign in sheet for the professional development                | 6/9/2016 daily    |
| G1.B2.S1.A1 | 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 to help students recall the procedure to solve math problems. Teachers will administer monthly Fluency Checks. | Saran, Ambica  | 8/24/2015                     | Sign in sheet for Acaletics Consultant visits and monthly vertical team meetings. | 6/9/2016 monthly  |



| Source       | Task, Action Step or Monitoring Activity  | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date       |
|--------------|---|----------------|-------------------------------|--|-------------------------|
| G1.B3.S1.A1  | K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms  | Kelly, Melissa | 8/24/2015                     | Completion of the Boot Camp nonfiction materials   | 6/9/2016 monthly        |
| G1.MA1       | Progress Monitoring will be conducted three time a year and the data will be monitored as it becomes available.   | Saran, Ambica  | 8/24/2015                     | Learning gains and student proficiency will be tracked for each grade level.   | 6/9/2016 quarterly      |
| G1.B1.S1.MA1 | Classroom data will be monitored.   | Baker, MaryAnn | 8/24/2015                     | Classroom data, agendas and sign in sheet from monthly data meetings   | 6/9/2016 weekly         |
| G1.B1.S1.MA1 | Classroom observations will be done by Reading Resource Teacher Classroom observation notes and pacing calendars  | Baker, MaryAnn | 8/24/2015                     | Classroom observation notes and pacing calendars   | 6/9/2016 weekly         |
| G1.B2.S1.MA1 | Student learning gains will be tracked and support will be provided to struggling teachers and intervention will be provided to struggling students.  | Saran, Ambica  | 8/24/2015                     | 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 3. Feedback for improving teaching practices will be provided through walk through notes | 6/9/2016 monthly        |
| G1.B2.S1.MA1 | Math teachers will administer monthly Acaletics Pre Post Assessment and Fluency Checks. Math Resource Teacher will collect data for these 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. | Saran, Ambica  | 8/24/2015                     | Data from Comprehensive Pre Post Assessment & Fluency Checks will be used to monitor fidelity of implementation.   | 6/9/2016 every-2-months |
| G1.B3.S1.MA1 | Teacher will track the progress of the Science boot camp assessment   | Kelly, Melissa | 8/24/2015                     | Science boot camp assessment data  | 6/9/2016 monthly        |
| G1.B3.S1.MA1 | Teachers will administer science boot camp assessments and track student data   | Kelly, Melissa | 8/24/2015                     | Science boot camp assessment data and social studies weekly data   | 6/9/2016 monthly        |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By the end of the 2015-16 school year, Polk Avenue Elementary will maintain their school grade at a " B" or improve it by increasing proficiency in all subject areas.

### **G1.B1** Reading Professional Development

**G1.B1.S1** Schedule specific training sessions focusing on the Pearson Ready Gen in addition to the Target 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 Resource Teacher

##### **Participants**

All teachers will participate.

##### **Schedule**

Daily, from 8/24/2015 to 6/9/2016

### **G1.B2** Inability to retain Math concepts and lack of basic facts knowledge

**G1.B2.S1** Teach students Acaletics Hooks and strategies that will them retain and recall math concepts. Teach and Practice basic facts.

#### **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 to help students recall the procedure to solve math problems. Teachers will administer monthly Fluency Checks.

##### **Facilitator**

Acaletics Consultant and Math Resource Teacher

##### **Participants**

K-5 Math teachers

##### **Schedule**

Monthly, from 8/24/2015 to 6/9/2016

**G1.B3** Students have a lack of background knowledge in Science

**G1.B3.S1** Incorporate non-fiction, concept related, reading and writing assignments. More support for students in terms of pictures, vocabulary instruction, and science demonstrations.

**PD Opportunity 1**

K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms

**Facilitator**

Sabrina Jones, Boot Camp consultant & Science Resource Teachers

**Participants**

New 4th & 5th grade Science teachers

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

| Budget                                 |             |   |                                      |                |     |                    |
|--|-------------|---|--------------------------------------|----------------|-----|--------------------|
| Budget Data                            |             |   |                                      |                |     |                    |
| 1                                      | G1.B1.S1.A1 | <b>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.</b>  |                                      |                |     | <b>\$88,920.24</b> |
|  | Function    | Object  | Budget Focus                         | Funding Source | FTE | 2015-16            |
|  | 6300        | 130-Other Certified Instructional Personnel   | 1351 - Polk Avenue Elementary School | General Fund   |     | \$70,920.24        |
| <i>Notes: Reading Resource Teacher</i> |             |   |                                      |                |     |                    |
|  | 6300        | 310-Professional and Technical Services   | 1351 - Polk Avenue Elementary School | Title I Part A |     | \$18,000.00        |
| <i>Notes: Ready Gen Training</i>       |             |   |                                      |                |     |                    |
| 2                                      | G1.B2.S1.A1 | <b>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 to help students recall the procedure to solve math problems. Teachers will administer monthly Fluency Checks.</b> |                                      |                |     | <b>\$74,432.22</b> |
|  | Function    | Object  | Budget Focus                         | Funding Source | FTE | 2015-16            |
|  | 6300        | 130-Other Certified Instructional Personnel   | 1351 - Polk Avenue Elementary School | Title I Part A |     | \$59,432.22        |
| <i>Notes: Math Resource Teacher</i>    |             |   |                                      |                |     |                    |

| <b>Budget Data</b> |                    |   |  |                |               |                     |
|--------------------|--------------------|---|--|----------------|---------------|---------------------|
|                    | 6300               | 310-Professional and Technical Services   | 1351 - Polk Avenue Elementary School             | Title I Part A |               | \$15,000.00         |
|                    |                    |   | <i>Notes: ACALETICS Professional Development</i> |                |               |                     |
| <b>3</b>           | <b>G1.B3.S1.A1</b> | <b>K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms</b> |  |                |               | <b>\$66,204.81</b>  |
|                    | Function           | Object  | Budget Focus                                     | Funding Source | FTE           | 2015-16             |
|                    | 6300               | 130-Other Certified Instructional Personnel   | 1351 - Polk Avenue Elementary School             | Title I Part A |               | \$66,204.81         |
|                    |                    |   | <i>Notes: Science Resouces Teacher</i>           |                |               |                     |
|                    |                    |   |  |                | <b>Total:</b> | <b>\$229,557.27</b> |