Polk City Elementary School

2016-17 Schoolwide Improvement Plan

Polk City Elementary School

125 BOUGAINVILLEA AVE S, Polk City, FL 33868

http://schools.polk-fl.net/polkcity

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	D

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Polk City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Polk City Elementary will demonstrate high expectations by collaborating and communicating with the community, parents, staff and students to foster a safe, respectful and diverse learning environment that provides differentiated opportunities for all to think critically and participate in student centered, rigorous, standards based, high quality instruction.

b. Provide the school's vision statement.

Polk City Elementary School students will be independent thinkers and problem solvers who work cooperatively to meet high expectations in order to become lifelong learners.

2. School Environment

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

The staff at Polk City Elementary understands what it means to be working in a Title I school thus not allowing poverty to be an excuse. All students are able to be educated. The staff believes all students can learn and they remind students of that belief daily. During the first week of school, teachers lead activities to get to know the students as well as students getting to know their peers. Teachers are encouraged to reach out to parents the first week of school and make a positive phone call. This allows for a positive relationship to start with the family and the student. Teachers are encouraged to participate in family night activities and activities in the community to show their support of the students.

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

The school created an environment where students feel safe and respected before, during, and after school because staff members are posted at all entrances and exits during arrival and dismissal each day. During the day, students must walk in partners or trios to and from the classroom to various areas when not traveling as a class.

All gates and doors remain locked throughout the day and may only be opened by an adult staff member.

Staff members are always on the look out for any potential threats--a visitor who may have bypassed the office, or a visitor who did not go directly back to the office and is wandering toward classrooms, or is not wearing a visitor badge/sticker.

Staff are provided with red emergency folders which must be taken with them and held in the air during the various drills to denote that everyone is safe under their care.

Staff are trained on how to respond to other possible mishaps or emergencies.

c. 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.

The school implements the Positive Behavior Support (PBS) system throughout the campus and on buses where students are encouraged to --Be Prepared, Act Responsibly, Respect Everyone, and Keep Safe--"B.A.R.K". with Character. The correct behaviors are expected across the whole campus and are encouraged to be used off campus as well.

Staff members have been trained and have created CHAMPs plans for each area of the school for many different activities.

The school-wide expectations are used in conjunction with the Precious Not Prickly curriculum.

In addition, anti-bullying lessons are taught the second week of classes and reviewed as necessary.

d. 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.

Students are encouraged to speak to the school's guidance counselor if interested due to a concern. They often times will also meet or share information with the administration which may be forwarded to the counselor if necessary.

The counselor meets with parents and students. The counselor holds small group sessions with students regarding: anger management, behavior, parent divorce, grief, social skills, self esteem issues, family issues and peer issues.

The guidance counselor supports students and teachers with preventative lessons on character education, career, antibullying and conflict resolution.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Early Warning System alerts to when students are exhibiting absenteeism at a rate of 10%. The attendance manager and school principal monitor student attendance and collaborates with the district social worker. Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, teacher and social worker to determine interventions and provide support to get the student to school on a regular basis. The EWS also helps monitor suspensions. Administration, guidance counselor and classroom teachers monitor student grades to identify students who are failing in ELA and Math courses. Students are given the opportunity for grade recovery. The state provides the standardized assessment data for ELA and Math.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	50	46	47	34	42	40	0	0	0	0	0	0	0	259
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, teacher and social worker to determine interventions and provide support to get the student to school on a regular basis. For students who are experiencing chronic illness, the hospital homebound program is offered as an alternative. Students are given missed work to make up. When students attend school regularly the teacher is able to work with them in a small group to "catch them up". The social worker works to provide resources for parents within the community if needed. Positive behavior support strategies along with Tier 2 and 3 interventions are put into place to avoid suspensions. Students who are failing are given the opportunity for grade recovery, after school tutoring and Tier 2 and 3 interventions. The interventions are progress monitored and reported every 4-6 weeks. Students scoring in the lowest quintile on the state assessment are offered after school tutoring. Interventions for Tier 2 and 3 students are put into place to address deficiencies and build foundation skills.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/317858.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

The principal visits surrounding businesses to encourage partnerships. A cake auction is held each year as a fund-raiser for the school. Parents, staff, and members from the community businesses attend the before auction dinner and stay for the fun-filled auction later in the evening.

Monies earned from the auction go to purchase materials for students such as picnic tables with benches, sound system for the cafeteria for various events, and many items that directly benefit the students.

Local businesses support our school by hosting Spirit Nights to raise money for the school.

We invite local community members to become volunteers in our school to mentor our students.

Community members and local businesses participate in the annual Great American Teach In to support the school and students. Students learn about careers and local businesses during the Teach In.

C. 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).

1. School Leadership Team

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

Name	Title
Erb-hancock, Jennifer	Principal
Miller, Jessica	Instructional Coach
Smith, Elizabeth	Assistant Principal

b. Duties

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

The MTSS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The MTSS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
o Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
o Intervention teams also foster a sense of collegiality and mutual support among educators.

2. 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.

Baseline data is gathered in August and September. Assessment data is processed through FAIR for grades 3-5 for Reading, IBTP and district created on going assessments for grade 3-5 in math, science and writing. First and Second Grade instructional data is gathered from the previous year's report cards and teacher data forms as well as IBTP assessments. FAIR and On going assessment data is also gathered mid-year and near the beginning of the state assessment window. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, Florida Continuous Improvement Model (FCIM) mini-assessments, etc. Diagnostic Assessment data is gathered through FAIR and On going Assessments, End of Year data is gathered through FAIR, On going assessments and FCAT. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings and with grade level teams.

Title I, Part A
Title I, Part A, funds school-wide services to Polk City Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before school and after school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant
Migrant students enrolled in Polk City 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
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 City Elementary are used to purchase items that support the school improvement plan goals.
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 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)
N/A
Violence Prevention Programs
Polk City Elementary provides violence and drug prevention programs in schools 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
N/A
Career and Technical Education
N/A
Job Training
N/A

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ann Blethen	Business/Community
Mike Blethen	Business/Community
Earl Taylor	Business/Community
Sarah Dockray	Parent
Stephanie Heafey	Parent
Sybil Parker	Parent
Rose Roberts	Parent
Brittenie Sapp	Parent
Joe LaCascia	Business/Community
Janet Aguilar	Teacher
Eric Alvarado	Teacher
Jessica Miller	Teacher
Sarah Fletcher	Education Support Employee
Jennifer Hancock	Principal
Elizabeth Smith	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

It has been determined that the goals will remain the same for consistency.

b. Development of this school improvement plan

Goals were written to address the school's weaknesses. SAC members are aware of the barriers the school is faced with and the strategies being implemented to overcome some of the barriers.

c. Preparation of the school's annual budget and plan

The operational and Title I budgets were reviewed with the SAC. The SAC will vote on how to spend the lottery funds.

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

No funds available at this time.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Erb-hancock, Jennifer	Principal
Miller, Jessica	Instructional Coach
Smith, Elizabeth	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will monitor and analyze all of the assessment data from FSA, FAIR, IBTP, On-going assessments, FCIM mini-assessments, and FCAT 2.0 science to try to determine the students' needs for a positive outcome on the state assessment. The LLT will continue to provide support to all teachers to ensure best practices are being used in all classrooms to ensure students are achieving proficiency. Weekly collaborative planning sessions will be held with grade levels to ensure proper planning of ELA and Math standards. The LLT will promote literacy through the new school wide Accelerated Reader incentive program as well.

D. 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).

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

Teachers are allocated a common planning time daily of 50 minutes. Each grade level including special areas have the time to come together to plan and meet as a team. Faculty meetings are held in which a grade level leads a teambuilding activity for the other staff members to participate in. Team leader meetings are held in which discussion across grade levels is encouraged in academic and non academic areas. Grade levels are paired to work together with each other as well as bringing their students together. K is paired with 3rd, 1st with 4th, and 2nd with 5th. They get together on a weekly basis. Optional social activities are held after school hours to encourage positive relationships among staff.

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

Interviews are granted to teachers who are consider highly qualified and certified in their field. Potential applicants are asked to share previous evaluations and evidence of student achievement gains. To retain effective teachers, the coaching model is used, ongoing professional development is offered and positive support is in place.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Instructional coaches and administration hold regular meetings with new teachers. New teachers are paired with effective, experienced teachers. Professional development of best practices are facilitated for new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers plan instructional lessons using the Florida State Standards. The district curriculum maps serve as a guide to planning standards based lessons. The instructional materials purchased by the district are primarily aligned to the standards. Teachers use other resources that are aligned as well.

b. Instructional Strategies

1. 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.

Previous year state FSA data for reading and math along with current year FAIR data for grades 3-5 is used to differentiate small groups. Teachers are using weekly reading skill data to address skill deficiencies during their differentiated small group time. Math formative assessment data will be used to drive instruction during math small groups. Additional instructional time is provided in English Language Arts and Math to include re-teach and/or remediation. A math interventionist has been put into place to work with identified students. Special area teachers and paraprofessionals are assigned to 4th and 5th graders on a daily basis to work with them on specific areas of need.

2. 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: 4,320

Students will receive instruction using the Problem Based Learning Model. There will be time for remediation in core academic subjects, homework help and encrichment opportunities such as book clubs, science clubs related to the NGSSS for science, art and music, technology and physical education.

Strategy Rationale

The program will be open to all students. These opportunities are available to enhance learning for all students. The overall expectation is that student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Erb-hancock, Jennifer, jennifer.erb-hancock@polk-fl.net

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

A pre and post test covering the standards being instructed or remediated will be administered and analyzed to determine the effectiveness of the strategies. FAIR, on-going assessment and report cards will be the data pieces collected and analyzed.

2. Student Transition and Readiness

a. 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).

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

The curriculum that is used in our county-wide Pre-K program is Pre-K School Readiness.

Concerning parent involvement, two (2) Pre-K staff members in conjunction with the district staff will encourage the parents to come to the classroom anytime during the school day to visit, come to have lunch with their child, or work with us on special projects. Pre-K has many parents who are approved volunteers that attend our field trips.

During the school year, in Pre-K, there are at least two conferences with each parent. The first conference is basically giving the parents or guardians information about the Pre-K program while their child is in school. The second conference is on the social/emotional/and cognitive development of the child. The third conference is on kindergarten transition. Pre-K meets with the parents of the children going to kindergarten and provides them with their child's strengths and provides information as to what they can do during the summer to help their child be successful in kindergarten.

Pre-K sends home a summer packet for each child. It contains paper, markers, pencils, glue, construction paper, scissors, and crayons. Information about the summer packet is shared with the children to encourage them to continue with school activities during the summer.

Pre-K is involved in our Kindergarten Recruiting. The staff assists parents with questions about the Pre-K program to help them complete the necessary enrollment paperwork. The children who are going to kindergarten visit each kindergarten teacher's classroom to help them in the transition of going into another classroom in the fall.

All state subsidized child-care programs including the Polk County School Readiness Program use the Florida State developed Ages and Stages Assessment Tool and High Scope's Child Observation Record during the preschool years. Upon entering kindergarten, children are assessed by use of the FLKRS program assessment.

Before students are placed in a kindergarten classroom, the kindergarten teachers use various techniques (observation, school based assessment, parent feedback, etc.) in monitoring the students' readiness. FLKRS and FAIR are administered at the beginning of the school year. The data is disaggregated and the results aid us in creating a target list of students that are labeled according to their level of need. Kindergarten teachers, trained paraprofessionals, and leadership team members are responsible for administering the assessments. Students, who are found to have low readiness rates, are monitored and evaluated carefully. The Reading Coach models best practices, works with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assists in the constant monitoring of students' progress.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas.

G2.   Teachers will plan rigorous lessons that include differentiated instruction and immediate intensive strategies to ensure each student receives the instruction necessary to be proficient at grade level.

G3.   All staff will effectively apply research-based behavior management strategies in class and throughout the campus to ensure a safe and orderly environment.

Strategic Goals Detail

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

G1. Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas.

1a

🔑 G087449

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery.

- Teacher led discussion vs. Student centered

- Disconnect between planning and how to use best practices effectively and consistently during instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Facilitators/Coaches (school and district)

- District curriculum maps

- Grade level planning

- MTSS planning

- Florida standards

- Professional development

- Textbooks (Math/Reading online)

- Test specifications

- Manipulatives

- Cooperative learning structures

- Teacher abilities/expertise

Plan to Monitor Progress Toward G1. 8

Monitor assessment data aligned to the standards.

Person Responsible
Jennifer Erb-hancock

Schedule
Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Leadership team minutes, tracking data of mastery of standards in call content areas.

Plan to Monitor Progress Toward G1. `8`

Monitor and support standards-based instruction

> **Person Responsible**
> Jennifer Erb-hancock
>
> **Schedule**
> Weekly, from 8/22/2016 to 6/2/2017
>
> *Evidence of Completion*
> Observations documented in Journey, walk-through feedback, coaching cycle documentation

Plan to Monitor Progress Toward G1. `8`

Monitor and support student led discussion

> **Person Responsible**
> Jennifer Erb-hancock
>
> **Schedule**
> Weekly, from 8/22/2016 to 6/2/2017
>
> *Evidence of Completion*
> Observations with documented feedback to teachers concerning teacher led vs. student led.

G2. Teachers will plan rigorous lessons that include differentiated instruction and immediate intensive strategies to ensure each student receives the instruction necessary to be proficient at grade level. `1a`

🔍 G087450

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal `3`

- Teachers are still developing in forming small groups and planning specific lessons based on data.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional development

- Leveled readers

- Specific iii/e designated timeframes

- Student centers for continued skills practice

Plan to Monitor Progress Toward G2. `8`

Monitor teacher small group lesson planning, monitor student data forms, administration will complete walk through observations.

Person Responsible
Jennifer Erb-hancock

Schedule
Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion
Monitor by checking lesson plans that document specific interventions for each student. Walk throughs will provide evidence that teachers are teaching in small groups and utilizing the lesson plan.

G3. All staff will effectively apply research-based behavior management strategies in class and throughout the campus to ensure a safe and orderly environment. 1a

🔍 G087451

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge regarding basic research-based behavior management strategies.

- Staff are reactive to misbehavior opposed to proactively planning management strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Flow chart to determine if the behavior/incident is office or classroom managed.

- Definitions of office and classroom managed behaviors.

- List of possible interventions.

- Classroom infraction reports and office referral form.

- Sample lesson plans to teach the expectations.

- List of children's literature to teach expectations.

- BARK posters and guidelines for rewards.

Plan to Monitor Progress Toward G3. 8

Office referrals for chronically disruptive students will decrease.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reduction of office referrals as compared to previous school year

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. Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas. `1`

🔑 G087449

G1.B1 Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery. `2`

🔑 B232433

G1.B1.S1 Teachers will continue unpacking the Florida Standards for ELA and Mathematics during faciliated planning sessions. Teachers will receive district and school level support from coaches and administration in planning effective lesson plans. `4`

🔑 S245331

Strategy Rationale

With some prior knowledge of the standards, instructional staff will continue to work to gain the knowledge needed to plan and teach effective lessons.

Action Step 1 `5`

Deconstruct the Florida Standards to create "I Can" statements in ELA and Mathematics during collaborative planning sessions.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teachers will complete a planning guide during collaborative planning. I can statements embedded in lesson plans.

Action Step 2 `5`

Planning tasks and questions aligned to the full intent of the standards for whole group.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans and the planning guide.

Action Step 3 `5`

District level coaches will collaboratively plan lessons with teachers in ELA, Math, and Science. They will support teachers to ensure the understanding of the Florida Standards.

Person Responsible

Elizabeth Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District coach follow-up emails

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

Lesson planning utilizing the standards to drive instruction will be monitored and supported.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans will be collected and stored on Google Apps and feedback provided.

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

Student-centered tasks and questions will be aligned to the standards and integrated into the lesson plan.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and student data related to standards taught.

G1.B2 Teacher led discussion vs. Student centered 2

🔑 B232434

G1.B2.S1 Through facilitated planning teachers, coaches, and administration will plan higher level questioning, accountable talk, and student centered tasks. 4

🔑 S245332

Strategy Rationale

Facilitated planning will allow for in-depth plans for student centered tasks and accountable talk that are standards and content driven.

Action Step 1 5

Hold weekly planning meetings with K-5 teachers.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, planning notes

Action Step 2 5

Provide accountable talk, higher level questioning, and/or student centered tasks.

Person Responsible

Jessica Miller

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign sheets, professional development follow-up task

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

Observe student centered discussion occurring in all classrooms K-5.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Documentation of student centered discussion on informal walk-through form

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

Students are having meaningful academic discussions.

Person Responsible

Elizabeth Smith

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observation notes documenting student centered discussions

G1.B2.S2 Teachers will use planned cooperative learning strategies throughout all content areas in order to engage students in discussion. 4

🔑 S245333

Strategy Rationale

Thoughtfully planned cooperative learning strategies are best practice that increase student engagement.

Action Step 1 5

Teachers will use the planned cooperative learning and accountable talk strategies to engage students in more student centered learning.

Person Responsible

Jennifer Erb-hancock

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom observations will be conducted daily/weekly to see student centered discussion taking place.

Person Responsible

Jennifer Erb-hancock

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

A tally will be kept as it is observed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Observations of teachers and students.

Person Responsible

Jennifer Erb-hancock

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

A tally will be kept of how often student discussion is taking place in the classroom.

G1.B3 Disconnect between planning and how to use best practices effectively and consistently during instruction. 2

🔑 B232435

G1.B3.S1 Plan, coach, monitor, and support teachers to improve instructional best practices. 4

🔑 S245334

Strategy Rationale

If teachers see best practice in action and receive support and feedback they will be more likely to utilize those practices independently.

Action Step 1 5

Collaboratively plan in ELA, Math, and Science to address planned questioning, accountable talk, gradual release and 5-E/3 ACT tasks.

Person Responsible

Jessica Miller

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Planning notes, lesson plans

Action Step 2 5

Teachers will go through the coaching cycle.

Person Responsible

Jessica Miller

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coaches will document coaching cycle forms. Admin will conduct walk-throughs and provide feedback.

Action Step 3 `5`

Monitor and provide feedback regarding instructional practices

Person Responsible

Elizabeth Smith

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-through notes and feedback

Action Step 4 `5`

Provide professional development focused on best practices.

Person Responsible

Jessica Miller

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, professional development follow-up assignments

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

Weekly review of lesson plans and walk-through notes by the leadership team.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Lesson plan feedback, walk-through notes

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

Weekly review of lesson plans and walk-through notes by the leadership team.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Lesson plan feedback, walk-through feedback

G2. Teachers will plan rigorous lessons that include differentiated instruction and immediate intensive strategies to ensure each student receives the instruction necessary to be proficient at grade level. `1`

🔍 G087450

G2.B1 Teachers are still developing in forming small groups and planning specific lessons based on data. `2`

🔍 B232441

G2.B1.S1 Teachers use formative and diagnostic assessment data to identify specific skills students lack. `4`

🔍 S245336

Strategy Rationale

Teachers need to identify student weaknesses right away.

Action Step 1 `5`

Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.

Person Responsible

Jessica Miller

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Observation of iii/e small groups and monitoring of iii/e lesson plans to see if predetermined strategies are being utilized and determine the progress of the students. Weekly assessment data sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Observations of iii/e (small groups/centers) time. Monitoring iii/e lesson plans. Assessment data gathered weekly for ELA and end of module for mathematics.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Observation of small groups during iii/e utilizing strategies as determined during the weekly data planning sessions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Observe teachers and students during iii/e (small groups/centers) time. Leadership team will monitor and analyze data.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 9/2/2016 to 9/2/2016

Evidence of Completion

Student data forms collected at monthly data meetings, walk-through observation notes/ feedback

G2.B1.S2 Monthly data meetings with school leadership team to monitor student progress towards the standards specifically targeting tier 2, tier 3, and students performing in the lowest 25% on state assessments. 4

🔑 S245337

Strategy Rationale

Correct goals and interventions need to monitored and in place to ensure students are progressing towards the standards.

Action Step 1 5

SBLT hold monthly data meetings with teachers to monitor student progress and student learning gains of meeting the standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Tier 2/3 data, PMP data forms

Action Step 2 5

Teachers will use formative, summative, and diagnostic assessment results to plan iii lessons to meet the needs of all students.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group plans will be submitted weekly and feedback will be provided.

Action Step 3 [5]

Teachers will hold data chats with students as well as parents.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data chat forms will be completed and parent conferences will be held. Specific data forms will be completed by the teacher and signed by the parent and student.

Action Step 4 [5]

Monitor intensive instruction (iii/Tier 2 and 3).

Person Responsible

Elizabeth Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk through notes and feedback session notes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Small group lesson plans submitted weekly.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans and walk-through observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Data meetings between administration and teachers.

Person Responsible

Jennifer Erb-hancock

Schedule

Monthly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Student data forms will serve as the documentation of teachers tracking data. A sign in sheet each time administration and teachers meet will be kept.

G3. All staff will effectively apply research-based behavior management strategies in class and throughout the campus to ensure a safe and orderly environment. 1

🔑 G087451

G3.B1 Lack of teacher knowledge regarding basic research-based behavior management strategies. 2

🔑 B232442

G3.B1.S1 Train all staff on using CHAMPS. 4

🔑 S245338

Strategy Rationale

CHAMPS is a research-based behavior management program endorsed by the district.

Action Step 1 5

Provide CHAMPS training during preplanning week.

Person Responsible

Elizabeth Smith

Schedule

On 8/10/2016

Evidence of Completion

Teachers will submit a comprehensive behavior management plan to assistant principal.

Action Step 2 5

CHAMPS PLC

Person Responsible

Elizabeth Smith

Schedule

Quarterly, from 10/6/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Decrease in office referrals

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Genesis reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Teachers implementing CHAMPS plans.

Person Responsible

Elizabeth Smith

Schedule

On 6/2/2017

Evidence of Completion

Walk-through feedback forms specific to CHAMPS implementation

G3.B2 Staff are reactive to misbehavior opposed to proactively planning management strategies. [2]

🔑 B232443

G3.B2.S1 Tier 2/3 behavior plans with specific accommodations will be provided for students with chronic behavior problems. [4]

🔑 S245339

Strategy Rationale

Behavior plans will meet the needs of student in order to set them up for success.

Action Step 1 [5]

Identify students struggling with behavior problems as needed.

Person Responsible

Teresa Hallam

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student behavior services recommendation form

Action Step 2 [5]

Teachers will develop tier 2/3 behavior plans with the guidance counselor to provide specific accommodations and support for students with chronic behavior needs.

Person Responsible

Teresa Hallam

Schedule

On 6/2/2017

Evidence of Completion

Tier 2/3 behavior plans, tier 2/3 behavior plan tracking forms

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Guidance counselor will meet with teachers monthly to review tier 2/3 behavior plans and revise as needed.

Person Responsible

Teresa Hallam

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Teachers will write fewer office referrals for chronic minor misbehavior due to proactive strategies outlined in tier 2/3 behavior plans.

Person Responsible

Elizabeth Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly Genesis behavior reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.A1 A317582	Provide CHAMPS training during preplanning week.	Smith, Elizabeth	8/9/2016	Teachers will submit a comprehensive behavior management plan to assistant principal.	8/10/2016 one-time
G2.B1.S1.MA1 M330598	Observe teachers and students during iii/e (small groups/centers) time. Leadership team will...	Erb-hancock, Jennifer	9/2/2016	Student data forms collected at monthly data meetings, walk-through observation notes/feedback	9/2/2016 weekly
G2.B1.S2.MA1 M330600	Data meetings between administration and teachers.	Erb-hancock, Jennifer	8/25/2016	Student data forms will serve as the documentation of teachers tracking data. A sign in sheet each time administration and teachers meet will be kept.	6/1/2017 monthly
G1.MA1 M330595	Monitor assessment data aligned to the standards.	Erb-hancock, Jennifer	8/29/2016	Leadership team minutes, tracking data of mastery of standards in call content areas.	6/2/2017 weekly
G1.MA2 M330596	Monitor and support standards-based instruction	Erb-hancock, Jennifer	8/22/2016	Observations documented in Journey, walk-through feedback, coaching cycle documentation	6/2/2017 weekly
G1.MA3 M330597	Monitor and support student led discussion	Erb-hancock, Jennifer	8/22/2016	Observations with documented feedback to teachers concerning teacher led vs. student led.	6/2/2017 weekly
G2.MA1 M330602	Monitor teacher small group lesson planning, monitor student data forms, administration will...	Erb-hancock, Jennifer	9/2/2016	Monitor by checking lesson plans that document specific interventions for each student. Walk throughs will provide evidence that teachers are teaching in small groups and utilizing the lesson plan.	6/2/2017 weekly
G3.MA1 M330607	Office referrals for chronically disruptive students will decrease.	Smith, Elizabeth	8/15/2016	Reduction of office referrals as compared to previous school year	6/2/2017 monthly
G1.B1.S1.MA1 M330585	Student-centered tasks and questions will be aligned to the standards and integrated into the...	Erb-hancock, Jennifer	8/22/2016	Lesson plans and student data related to standards taught.	6/2/2017 weekly
G1.B1.S1.MA1 M330586	Lesson planning utilizing the standards to drive instruction will be monitored and supported.	Erb-hancock, Jennifer	8/22/2016	Lesson plans will be collected and stored on Google Apps and feedback provided.	6/2/2017 weekly
G1.B1.S1.A1 A317564	Deconstruct the Florida Standards to create "I Can" statements in ELA and Mathematics during...	Miller, Jessica	8/15/2016	Teachers will complete a planning guide during collaborative planning. I can statements embedded in lesson plans.	6/2/2017 weekly
G1.B1.S1.A2 A317565	Planning tasks and questions aligned to the full intent of the standards for whole group.	Miller, Jessica	8/15/2016	Lesson plans and the planning guide.	6/2/2017 weekly
G1.B1.S1.A3 A317566	District level coaches will collaboratively plan lessons with teachers in ELA, Math, and Science....	Smith, Elizabeth	8/15/2016	District coach follow-up emails	6/2/2017 weekly
G1.B2.S1.MA1 M330587	Students are having meaningful academic discussions.	Smith, Elizabeth	8/22/2016	Observation notes documenting student centered discussions	6/2/2017 weekly
G1.B2.S1.MA1 M330588	Observe student centered discussion occurring in all classrooms K-5.	Erb-hancock, Jennifer	8/22/2016	Documentation of student centered discussion on informal walk-through form	6/2/2017 weekly
G1.B2.S1.A1 A317567	Hold weekly planning meetings with K-5 teachers.	Miller, Jessica	8/15/2016	Sign in sheets, planning notes	6/2/2017 weekly
G1.B2.S1.A2 A317568	Provide accountable talk, higher level questioning, and/or student centered tasks.	Miller, Jessica	8/15/2016	Sign sheets, professional development follow-up task	6/2/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M330591	Weekly review of lesson plans and walk-through notes by the leadership team.	Erb-hancock, Jennifer	8/19/2016	Lesson plan feedback, walk-through feedback	6/2/2017 weekly
G1.B3.S1.MA1 M330592	Weekly review of lesson plans and walk-through notes by the leadership team.	Erb-hancock, Jennifer	8/19/2016	Lesson plan feedback, walk-through notes	6/2/2017 weekly
G1.B3.S1.A1 A317570	Collaboratively plan in ELA, Math, and Science to address planned questioning, accountable talk,...	Miller, Jessica	8/15/2016	Planning notes, lesson plans	6/2/2017 weekly
G1.B3.S1.A2 A317571	Teachers will go through the coaching cycle.	Miller, Jessica	8/15/2016	Coaches will document coaching cycle forms. Admin will conduct walk-throughs and provide feedback.	6/2/2017 every-3-weeks
G1.B3.S1.A3 A317572	Monitor and provide feedback regarding instructional practices	Smith, Elizabeth	8/15/2016	Walk-through notes and feedback	6/2/2017 daily
G1.B3.S1.A4 A317573	Provide professional development focused on best practices.	Miller, Jessica	8/15/2016	Sign-in sheets, professional development follow-up assignments	6/2/2017 annually
G2.B1.S1.MA1 M330599	Observations of iii/e (small groups/ centers) time. Monitoring iii/e lesson plans. Assessment data...	Erb-hancock, Jennifer	9/2/2016	Observation of small groups during iii/e utilizing strategies as determined during the weekly data planning sessions.	6/2/2017 weekly
G2.B1.S1.A1 A317577	Weekly lesson planning meetings after teachers analyze data to determine student needs for those...	Miller, Jessica	9/2/2016	Observation of iii/e small groups and monitoring of iii/e lesson plans to see if predetermined strategies are being utilized and determine the progress of the students. Weekly assessment data sheets	6/2/2017 weekly
G3.B1.S1.MA1 M330603	Teachers implementing CHAMPS plans.	Smith, Elizabeth	8/15/2016	Walk-through feedback forms specific to CHAMPS implementation	6/2/2017 one-time
G3.B1.S1.MA1 M330604	Decrease in office referrals	Smith, Elizabeth	8/15/2016	Genesis reports	6/2/2017 monthly
G3.B1.S1.A2 A317583	CHAMPS PLC	Smith, Elizabeth	10/6/2016	Sign in sheets, agenda	6/2/2017 quarterly
G3.B2.S1.MA1 M330605	Teachers will write fewer office referrals for chronic minor misbehavior due to proactive...	Smith, Elizabeth	8/15/2016	Monthly Genesis behavior reports	6/2/2017 monthly
G3.B2.S1.MA1 M330606	Guidance counselor will meet with teachers monthly to review tier 2/3 behavior plans and revise as...	Hallam, Teresa	8/15/2016	Sign-in sheets, meeting notes	6/2/2017 monthly
G3.B2.S1.A1 A317584	Identify students struggling with behavior problems as needed.	Hallam, Teresa	8/15/2016	Student behavior services recommendation form	6/2/2017 monthly
G3.B2.S1.A2 A317585	Teachers will develop tier 2/3 behavior plans with the guidance counselor to provide specific...	Hallam, Teresa	8/15/2016	Tier 2/3 behavior plans, tier 2/3 behavior plan tracking forms	6/2/2017 one-time
G1.B2.S2.MA1 M330589	Observations of teachers and students.	Erb-hancock, Jennifer	8/29/2016	A tally will be kept of how often student discussion is taking place in the classroom.	6/2/2017 daily
G1.B2.S2.MA1 M330590	Classroom observations will be conducted daily/weekly to see student centered discussion taking...	Erb-hancock, Jennifer	8/29/2016	A tally will be kept as it is observed.	6/2/2017 daily
G1.B2.S2.A1 A317569	Teachers will use the planned cooperative learning and accountable talk strategies to engage...	Erb-hancock, Jennifer	8/29/2016		6/2/2017 daily
G2.B1.S2.MA1 M330601	Small group lesson plans submitted weekly.	Erb-hancock, Jennifer	8/19/2016	Small group lesson plans and walk-through observations	6/2/2017 weekly
G2.B1.S2.A1 A317578	SBLT hold monthly data meetings with teachers to monitor student progress and student learning...	Erb-hancock, Jennifer	8/15/2016	Tier 2/3 data, PMP data forms	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A2 🔑 A317579	Teachers will use formative, summative, and diagnostic assessment results to plan iii lessons to...	Erb-hancock, Jennifer	8/15/2016	Small group plans will be submitted weekly and feedback will be provided.	6/2/2017 weekly
G2.B1.S2.A3 🔑 A317580	Teachers will hold data chats with students as well as parents.	Smith, Elizabeth	8/15/2016	Data chat forms will be completed and parent conferences will be held. Specific data forms will be completed by the teacher and signed by the parent and student.	6/2/2017 monthly
G2.B1.S2.A4 🔑 A317581	Monitor intensive instruction (iii/Tier 2 and 3).	Smith, Elizabeth	8/15/2016	Walk through notes and feedback session notes.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas.

G1.B2 Teacher led discussion vs. Student centered

G1.B2.S1 Through facilitated planning teachers, coaches, and administration will plan higher level questioning, accountable talk, and student centered tasks.

PD Opportunity 1

Provide accountable talk, higher level questioning, and/or student centered tasks.

Facilitator

Jessica Miller

Participants

K-5 teachers as needed based on observation data

Schedule

Annually, from 8/15/2016 to 6/2/2017

G1.B3 Disconnect between planning and how to use best practices effectively and consistently during instruction.

G1.B3.S1 Plan, coach, monitor, and support teachers to improve instructional best practices.

PD Opportunity 1

Provide professional development focused on best practices.

Facilitator

Coaches

Participants

K-5 teachers as needed

Schedule

Annually, from 8/15/2016 to 6/2/2017

G3. All staff will effectively apply research-based behavior management strategies in class and throughout the campus to ensure a safe and orderly environment.

G3.B1 Lack of teacher knowledge regarding basic research-based behavior management strategies.

G3.B1.S1 Train all staff on using CHAMPS.

PD Opportunity 1

Provide CHAMPS training during preplanning week.

Facilitator

Elizabeth Smith

Participants

All staff

Schedule

On 8/10/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas.

G1.B1 Teachers understanding of the complexity and depth of the Florida standards is growing but not at mastery.

G1.B1.S1 Teachers will continue unpacking the Florida Standards for ELA and Mathematics during faciliated planning sessions. Teachers will receive district and school level support from coaches and administration in planning effective lesson plans.

TA Opportunity 1

Deconstruct the Florida Standards to create "I Can" statements in ELA and Mathematics during collaborative planning sessions.

Facilitator

Administrators/Coaches

Participants

all teachers K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

TA Opportunity 2

Planning tasks and questions aligned to the full intent of the standards for whole group.

Facilitator

Administration/Coaches

Participants

Teachers K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

TA Opportunity 3

District level coaches will collaboratively plan lessons with teachers in ELA, Math, and Science. They will support teachers to ensure the understanding of the Florida Standards.

Facilitator

Administration/ Coaches

Participants

Teachers K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B2 Teacher led discussion vs. Student centered

G1.B2.S1 Through facilitated planning teachers, coaches, and administration will plan higher level questioning, accountable talk, and student centered tasks.

TA Opportunity 1

Hold weekly planning meetings with K-5 teachers.

Facilitator

Administration/Coaches

Participants

K-5 teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B3 Disconnect between planning and how to use best practices effectively and consistently during instruction.

G1.B3.S1 Plan, coach, monitor, and support teachers to improve instructional best practices.

TA Opportunity 1

Collaboratively plan in ELA, Math, and Science to address planned questioning, accountable talk, gradual release and 5-E/3 ACT tasks.

Facilitator

Administration/Coaches

Participants

Teachers K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2. Teachers will plan rigorous lessons that include differentiated instruction and immediate intensive strategies to ensure each student receives the instruction necessary to be proficient at grade level.

G2.B1 Teachers are still developing in forming small groups and planning specific lessons based on data.

G2.B1.S1 Teachers use formative and diagnostic assessment data to identify specific skills students lack.

TA Opportunity 1

Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.

Facilitator

School Based Coaches and administration

Participants

Classroom teachers

Schedule

Weekly, from 9/2/2016 to 6/2/2017

G3. All staff will effectively apply research-based behavior management strategies in class and throughout the campus to ensure a safe and orderly environment.

G3.B1 Lack of teacher knowledge regarding basic research-based behavior management strategies.

G3.B1.S1 Train all staff on using CHAMPS.

TA Opportunity 1

CHAMPS PLC

Facilitator

Elizabeth Smith

Participants

Staff

Schedule

Quarterly, from 10/6/2016 to 6/2/2017

		VII. Budget	
1	G1.B1.S1.A1	**Deconstruct the Florida Standards to create "I Can" statements in ELA and Mathematics during collaborative planning sessions.**	**$0.00**
2	G1.B1.S1.A2	**Planning tasks and questions aligned to the full intent of the standards for whole group.**	**$0.00**
3	G1.B1.S1.A3	**District level coaches will collaboratively plan lessons with teachers in ELA, Math, and Science. They will support teachers to ensure the understanding of the Florida Standards.**	**$0.00**
4	G1.B2.S1.A1	**Hold weekly planning meetings with K-5 teachers.**	**$0.00**
5	G1.B2.S1.A2	**Provide accountable talk, higher level questioning, and/or student centered tasks.**	**$0.00**
6	G1.B2.S2.A1	**Teachers will use the planned cooperative learning and accountable talk strategies to engage students in more student centered learning.**	**$0.00**
7	G1.B3.S1.A1	**Collaboratively plan in ELA, Math, and Science to address planned questioning, accountable talk, gradual release and 5-E/3 ACT tasks.**	**$0.00**
8	G1.B3.S1.A2	**Teachers will go through the coaching cycle.**	**$0.00**
9	G1.B3.S1.A3	**Monitor and provide feedback regarding instructional practices**	**$0.00**
10	G1.B3.S1.A4	**Provide professional development focused on best practices.**	**$0.00**
11	G2.B1.S1.A1	**Weekly lesson planning meetings after teachers analyze data to determine student needs for those who are not proficient in specific skills.**	**$0.00**
12	G2.B1.S2.A1	**SBLT hold monthly data meetings with teachers to monitor student progress and student learning gains of meeting the standards.**	**$0.00**
13	G2.B1.S2.A2	**Teachers will use formative, summative, and diagnostic assessment results to plan iii lessons to meet the needs of all students.**	**$0.00**

14	G2.B1.S2.A3	Teachers will hold data chats with students as well as parents.	$0.00
15	G2.B1.S2.A4	Monitor intensive instruction (iii/Tier 2 and 3).	$0.00
16	G3.B1.S1.A1	Provide CHAMPS training during preplanning week.	$0.00
17	G3.B1.S1.A2	CHAMPS PLC	$0.00
18	G3.B2.S1.A1	Identify students struggling with behavior problems as needed.	$0.00
19	G3.B2.S1.A2	Teachers will develop tier 2/3 behavior plans with the guidance counselor to provide specific accommodations and support for students with chronic behavior needs.	$0.00
		Total:	**$0.00**