

Polk County Public Schools

Polk City Elementary School



2018-19 Schoolwide Improvement Plan

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Polk City Elementary School

125 BOUGAINVILLEA AVE S, Polk City, FL 33868

<http://schools.polk-fl.net/polkcit>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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

Duties

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

The MTSS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS/Rtl 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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	17	16	17	15	7	0	0	0	0	0	0	0	94
One or more suspensions	1	1	4	5	5	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	9	3	6	4	12	14	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	6	12	14	0	0	0	0	0	0	0	32

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		3	0	1	3	2	2	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	3	6	4	12	14	0	0	0	0	0	0	0	48
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 6/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	17	12	23	17	3	0	0	0	0	0	0	0	76
One or more suspensions	2	1	6	6	6	15	0	0	0	0	0	0	0	36
Course failure in ELA or Math	5	9	8	6	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	5	13	10	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		1	1	2	6	1	10	0	0	0	0	0	0	21

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	17	12	23	17	3	0	0	0	0	0	0	0	76
One or more suspensions	2	1	6	6	6	15	0	0	0	0	0	0	0	36
Course failure in ELA or Math	5	9	8	6	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	5	13	10	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	6	1	10	0	0	0	0	0	0	0	21

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

5th grade ELA. Yes.

Which data component showed the greatest decline from prior year?

4th to 5th grade Math and ELA.

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

5th grade ELA and Math.

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

3rd to 4th ELA and Math. Yes.

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

Monitored data more closely. Supported more consistently. Increased small group instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	50%	56%	45%	48%	52%
ELA Learning Gains	44%	51%	55%	56%	49%	52%
ELA Lowest 25th Percentile	37%	45%	48%	55%	42%	46%
Math Achievement	54%	58%	62%	49%	54%	58%
Math Learning Gains	48%	56%	59%	57%	52%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	27%	44%	47%	45%	41%	46%
Science Achievement	47%	53%	55%	53%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22 (4)	17 (17)	16 (12)	17 (23)	15 (17)	7 (3)	94 (76)
One or more suspensions	1 (2)	1 (1)	4 (6)	5 (6)	5 (6)	3 (15)	19 (36)
Course failure in ELA or Math	9 (5)	3 (9)	6 (8)	4 (6)	12 (0)	14 (0)	48 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (5)	12 (13)	14 (10)	32 (28)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	51%	-4%	57%	-10%
	2017	47%	53%	-6%	58%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	48%	48%	0%	56%	-8%
	2017	58%	51%	7%	56%	2%
Same Grade Comparison		-10%				
Cohort Comparison		1%				
05	2018	38%	50%	-12%	55%	-17%
	2017	38%	44%	-6%	53%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	56%	-3%	62%	-9%
	2017	53%	58%	-5%	62%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	59%	57%	2%	62%	-3%
	2017	71%	60%	11%	64%	7%
Same Grade Comparison		-12%				
Cohort Comparison		6%				
05	2018	42%	56%	-14%	61%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	42%	47%	-5%	57%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	51%	-7%	55%	-11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	44	42	36	50	50					
ELL	31	70		44	64						
BLK	40			60							
HSP	50	42		49	50	30					
WHT	48	48	44	55	45	13	54				
FRL	41	43	33	47	40	22	44				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	53	64	18	47	43					
ELL	36			57							
HSP	56	61		66	56						
WHT	50	60	60	57	58	50	47				
FRL	42	55	62	49	57	59	32				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Improve core instruction in all subjects.
Rationale	FSA data shows that third, fourth, and fifth grade test scores are consistently at or below the 50th percentile. In addition, less than 50% of second grade students are proficient upon entering third grade, according to the end of the year STAR assessment.
Intended Outcome	Increase student proficiency in all content areas, as measured by FSA. Promote kindergarten, first, and second grade students to the subsequent grade level at or above proficiency.
Point Person	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)
Action Step	
Description	Collaboratively plan weekly with all teachers for all content areas to address planned questioning, complexity of tasks, student autonomy, gradual release and 5E/3Act tasks for rigorous instruction. Provide professional development for all teachers regarding foundational skills. Identify teachers who need coaching and provide coaching cycles to improve core instruction.
Person Responsible	Jessica Miller (jessica.miller@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Through the use of classroom walk-throughs monitor and collect data on planned questioning, complexity of tasks, student autonomy, gradual release and 5E/3Act tasks for rigorous instruction. Using the scales: Not evident, compliant, partially implemented, and fully implemented. Monitor STAR and ISIP data.
Person Responsible	Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Activity #2	
Title	Improve small group instruction in math and reading.
Rationale	Based on 2018-2019 FSA data ELA learning gains for the lowest 25th percentile was 37% and math learning gains for the lowest 25th percentile was 27%, In addition, overall learning gains for ELA and math were both under 50%. This data shows that there is a need for small group instruction in order to increase student achievement.
Intended Outcome	Small group instruction will help to decrease the achievement gap in our lowest performing students, While effective small group instruction will also ensure growth for students who are currently scoring at the proficiency level.
Point Person	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)
Action Step	
Description	We will continue to implement guided reading across all grade levels. We will also continue the professional development with CEL for guided reading. We will implement monthly data chats with teachers, so that instruction is based on data and meets the needs of all learners. Coaching and feedback will be provided to teachers as evidenced by their small group data.
Person Responsible	Jessica Miller (jessica.miller@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Observe small group instruction weekly. Review small group data monthly and progress monitoring data three times a year in order to monitor student learning gains.
Person Responsible	Elizabeth Smith (elizabeth.smith01@polk-fl.net)
Activity #3	
Title	Improve teacher retention rate.
Rationale	Based on retention data teacher turnover is affecting student achievement.
Intended Outcome	We will retain 85% of instructional staff this year.
Point Person	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)
Action Step	
Description	Campus induction program for days 3 and 4 will be held at the school for teachers new to Polk City Elementary. Monthly follow up with new teachers. Incentives and rewards will be given to all staff throughout the year. Coaching and support for all teachers will continue. Mentoring through i3 will continue.
Person Responsible	Elizabeth Smith (elizabeth.smith01@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Feedback from teachers and staff through surveys and conversations monthly.
Person Responsible	Jessica Miller (jessica.miller@polk-fl.net)

Activity #4	
Title	Effectively implement PBIS in order to increase positive student behavior.
Rationale	Increase students that are actively engaged in learning as well as decrease disruptions across campus. Student attendance is effecting student achievement.
Intended Outcome	Students will be able to effectively build relationships with staff and peers. Students will be accountable for their actions and will be able to collaborate and communicate in a positive environment. Problematic behaviors and ODRs will decrease. When positive behaviors increase so will attendance.
Point Person	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)
Action Step	
Description	We will implement social skills lessons in all grade levels. We will utilize the PBIS team to review behavior data and problem solve behaviors on a monthly basis. Teacher and student liaisons will assist with concerns throughout the year. An attendance incentive program will be implemented.
Person Responsible	Jessica Miller (jessica.miller@polk-fl.net)
Plan to Monitor Effectiveness	
Description	The PBIS team and administration will monitor data monthly. Social skills lesson implementation will be monitored by the leadership team. Student attendance will also be monitored monthly.
Person Responsible	Elizabeth Smith (elizabeth.smith01@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Please refer to Title I Parent and Family Engagement Plan for 2018-2019 school year.

PFEP Link

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

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

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 PBIS team supports students and teachers with preventative lessons on character education, career, antibullying and conflict resolution.

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

The curriculum 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.

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. 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 through formative assessments. End of Year data is gathered through final and state assessments. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings and with grade level teams.

Title I, Part A 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 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.

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.

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.

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

Annually our school hosts Great American Teach In. This event allows students to learn about various career opportunities through presentations and discussions with professionals.

Part V: Budget

Total:	\$0.00
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