Polk Avenue Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

http://lwcharterschools.com/polkave

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	Yes	73%

School Grades History

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

School Board Approval

N/A

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.

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

Provide the school's vision statement.

The vision of Polk Avenue Elementary is "Leadership Begins Here".

School Leadership Team

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

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

Duties

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

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

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	19	18	7	14	18	12	0	0	0	0	0	0	0	88
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	36	28	23	0	0	0	0	0	0	0	87

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	6	12	4	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	15	3	6	2	0	0	0	0	0	0	0	0	0	26

Date this data was collected

Tuesday 7/31/2018

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	25	13	10	16	9	11	0	0	0	0	0	0	0	84
One or more suspensions	2	6	13	13	14	6	0	0	0	0	0	0	0	54
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	43	66	44	0	0	0	0	0	0	0	153

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	3	13	7	6	0	0	0	0	0	0	0	31

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	25	13	10	16	9	11	0	0	0	0	0	0	0	84
One or more suspensions	2	6	13	13	14	6	0	0	0	0	0	0	0	54
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	43	66	44	0	0	0	0	0	0	0	153

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	3	13	7	6	0	0	0	0	0	0	0	31

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?

English Language Arts performed the lowest among the 3 components of the school grade. Yes this is a trend.

Which data component showed the greatest decline from prior year?

English Language Arts showed the greatest decline from the prior year. It was 11 percentage points lower than last year. The total was 143 last year and it went down to 132 this year.

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

English Language Arts has the biggest gap when compared to the state average.

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

Math has shown the most improvement this year. It went up by 1 percentage point. It was 163 last year and it went up to 164 this year. No this is not a trend.

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

Some actions that led to the improvement are:
1. During school and after school tutoring for all level 1's and 2's by their math teacher and the resource teacher
2. Using the math curricullum timeline as a guide to complete all math concepts before testing.
3. Following Tenmarks and acaletics as supplemental programs
4. Math Academy for our lowest 25% students
5. Standards based grading for report cards

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	35%	0%	56%	36%	0%	52%
ELA Learning Gains	47%	0%	55%	52%	0%	52%
ELA Lowest 25th Percentile	50%	0%	48%	47%	0%	46%
Math Achievement	53%	0%	62%	54%	0%	58%
Math Learning Gains	68%	0%	59%	70%	0%	58%
Math Lowest 25th Percentile	43%	0%	47%	65%	0%	46%
Science Achievement	54%	0%	55%	54%	0%	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	19 (25)	18 (13)	7 (10)	14 (16)	18 (9)	12 (11)	88 (84)
One or more suspensions	0 (2)	0 (6)	0 (13)	0 (13)	0 (14)	0 (6)	0 (54)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (43)	28 (66)	23 (44)	87 (153)

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	30%			57%	-27%
	2017					
Cohort Comparison						
04	2018	37%			56%	-19%
	2017					
Cohort Comparison		37%				
05	2018	38%			55%	-17%
	2017					
Cohort Comparison		38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%			62%	-22%
	2017					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	51%			62%	-11%
	2017					
Cohort Comparison		51%				
05	2018	68%			61%	7%
	2017					
Cohort Comparison		68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%			55%	-4%
	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	9	57	60	19	36						
ELL	16	50	69	38	56	36	27				
BLK	30	50		43	63		40				
HSP	29	54	61	47	67	35	52				
WHT	45	40	27	65	73	55	62				
FRL	33	49	52	49	67	45	47				
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

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	English Language Arts
Rationale	Providing research based instruction requires professional development based upon action research.
Intended Outcome	Increase in student achievement through teacher development.
Point Person	Gail Quam (gail.quam@lwcharterschools.com)
Action Step	
Description	Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Standard based Language Arts lessons, Saxon Phonics, and Top Score writing. Teachers will be trained on standards. ELA family involvement night will be held to provide training and resources for parents to help their child at home.
Person Responsible	Gail Quam (gail.quam@lwcharterschools.com)
Plan to Monitor Effectiveness	
Description	I-Station & Progress Monitoring data will be monitored. Family involvement night feedback will be evaluated for effectiveness. Evaluate progress monitoring data 3 times a year.
Person Responsible	Ambica Saran (ambica.randev@lwcharterschools.com)

Activity #2	
Title	Math
Rationale	Students often forget the steps to solve math problems. Hooks (mnemonic devices) will help them recall the steps require to solve the given math problem. Basic facts are the building blocks to math success. By incorporating basic fact fluency practice and assessment during the school day we will build a strong foundation.
Intended Outcome	Improvement in Math FSA scores.
Point Person	Ambica Saran (ambica.randev@lwcharterschools.com)
Action Step	
Description	Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks to help students recall the procedure to solve math problems. Teachers will also be trained on math standards. Teachers use Rocket Math for practicing math facts and will administer monthly Fluency Checks. Math family involvement night will be held to provide training and resources to parents to help their child at home. Math Tutoring will be provided to struggling students for about 20 weeks
Person Responsible	Ambica Saran (ambica.randev@lwcharterschools.com)
Plan to Monitor Effectiveness	
Description	Math teachers will administer monthly Acaletics Pre Post Assessment and Fluency Checks. Math Resource Teacher will collect data for these Assessment. Acaletics Consultant & Math Resource teacher will provide support to math teachers through professional development on implementing the Acaletics program and help math teachers look at student data to improve student achievement. We will also gather feedback from parents about the family involvement night.Data from Comprehensive Pre Post Assessment & Fluency Checks will be used to monitor fidelity of implementation. Family involvement night evaluation will be used to monitor fidelity of implementation. Student learning gains will be tracked and support will be provided to struggling teachers and intervention will be provided to struggling students. Family involvement night parent feedback will be evaluated to improve effectiveness
Person Responsible	Ambica Saran (ambica.randev@lwcharterschools.com)

Activity #3	
Title	Science
Rationale	Science knowledge can be improved by exposing student to a variety of non-fiction materials which is provided in our new reading series.
Intended Outcome	Improvement in the 5th grade science FSA scores.
Point Person	Melissa Kelly (melissa.kelly@lwcharterschools.com)
Action Step	
Description	K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms. Science family involvement night will be held to provide training and resources for parents to help their child at home.
Person Responsible	Melissa Kelly (melissa.kelly@lwcharterschools.com)
Plan to Monitor Effectiveness	
Description	Teachers will administer science boot camp assessments and track student data. We will also gather feedback about the family involvement night. Science boot camp assessment data & family involvement night evaluations
Person Responsible	Melissa Kelly (melissa.kelly@lwcharterschools.com)

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.

The number of parents in attendance at Parent Involvement activities at the school will increase by 3%. We will implement a Leadership Action Team to build positive relationships with parents and families.

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.

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

Polk Avenue also has a relationship with the High School which encourages the Young Leaders from the High School to come to meet with Elementary students throughout the year. Polk Avenue also has a relationship with several of our local churches as well as Lake Wales Care Center who work to recruit

mentors to work with our students. They also purchase book bags with food on the weekend. This helps our students who do not have access to food on the weekends. We will be implementing a crisis intervention team and treat assessment team in accordance to the new safety legislation plan.

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

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

Strategy #1
Our kindergarten team led by our K Support teacher assists preschool children in transition from Early Childhood programs to our elementary school by providing the following: Kindergarten Roundup (pre-registration and visitation of Kindergarten classrooms); Distribute fliers to all local daycare facilities who filter children to our schools; Readiness screening in spring and summer prior to Polk Avenue Elementary kindergarten program; Kindergarten Week is provided for all incoming kindergarten students during summer to ease the transition to school. During this program, kindergarten students attend school during the summer for 4 days, 3 hours each day. The kindergarten teachers use this time to help the students and the parents understand curriculum and routines that will be used during the year.
All 5th grade students tour potential middle schools at the end of their 5th grade year and assistance is given in applications and schedules.

Strategy #2
Our K support teacher assesses each k student upon entry to Polk Avenue Elementary and places them according to their skills in their classrooms. They are heterogeneously grouped for homeroom, but are ability grouped for reading.

Strategy #3
Polk Avenue Elementary disaggregates data to determine students' acquisition of specific skills and knowledge by breaking down the data from the Readiness Assessment into a variety of possible subgroups.

Strategy #4
Polk Avenue Elementary helps the students to cultivate meaningful relationships by using peer interactions during the Kindergarten Round-up event and Kindergarten Days experience.

Strategy #5
The kindergarten teachers responsible for the kindergarten transition process are highly qualified teachers and paraeducators. Although this group is highly qualified, ongoing training of staff in transition strategies will occur throughout the school year.

Strategy #6
Polk Avenue Elementary differentiates between orientation to school using Kindergarten Round-Up and Kindergarten Orientation Day and transition to school using Polk Avenue Elementary Kindergarten Days Program.

Strategy #7
Parental involvement and communication is provided by news releases; flyers; phone calls prior to Kindergarten Days; home visits as needed; and a 30 minutes Parent Component is provided for all parents during Kindergarten Days. Parents will complete an evaluation of the transition programs at this time.

Strategy #8
The Kindergarten teachers assess students using the FLKRS to determine school readiness for the state of Florida.

N/A

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Utilizing data obtained from the quarterly Progress Monitoring tool, the Principal and School Counselor meet monthly with each grade level to identify students in need of extra supports. Tier 2 interventions are developed and reviewed at each of these meetings. If the student's progress, as determined by the measurement tool identified at these meetings shows that the student needs further assistance, then an MTSS /RTI meeting is scheduled. At that meeting the team members determine if there is a need for Tier 3 interventions. If so, such interventions are developed and progress monitoring tools for that intervention are identified. Once there has been adequate time to assess how the interventions are working for the student, then a second MTSS/RTI meeting is held to review the data and determine future courses of action.

Title I Part A, funds school-wide services to Polk Avenue Elementary. It provide supplemental instructional resources and interventions for students with academic achievement needs such as after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Migrant students enrolled in Polk Avenue Elementary will be assisted by the school and by the District Migrant Education Program (MEP).

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Professional development resources are available to all schools through Title II funds. Funds available to Polk Avenue Elementary are used to purchase Professional Development for teachers.

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 additional support for this program.

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

We will be partnering with Warner College for mentoring this year. We honor our alumni that graduate from High School and our attending a college in our hallway. College pins are hanging in the hallway to inspire students to go to college. Each teachers name plate outside each teachers door is a banner honoring their college.

Part V: Budget

Total:	**$210,951.00**