Polk City Elementary School

2019-20 Schoolwide Improvement Plan

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Polk City Elementary School

125 BOUGAINVILLEA AVE S, Polk City, FL 33868

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

Demographics

Principal: Jennifer Erb Hancock

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (51%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Erb-hancock, Jennifer	Principal	To provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context or providing a safe and successful school for students, staff, parents and community in support of enhanced student learning.
Miller, Jessica	Instructional Coach	The school based coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. The coach is also responsible for coaching teachers about data collection, analysis, interpretation, and usage; research based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.
Menetre, Ashley	Assistant Principal	Assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents and community in support of enhanced student learning.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	109	85	101	104	70	83	0	0	0	0	0	0	0	552
Attendance below 90 percent	9	25	10	17	14	20	0	0	0	0	0	0	0	95
One or more suspensions	0	3	1	0	2	7	0	0	0	0	0	0	0	13
Course failure in ELA or Math	10	39	30	51	52	72	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	4	15	28	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	1	1	3	4	4	0	0	0	0	0	0	0	16

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	5	2	1	4	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	51%	57%	50%	51%	55%
ELA Learning Gains	46%	51%	58%	59%	53%	57%
ELA Lowest 25th Percentile	48%	49%	53%	60%	50%	52%
Math Achievement	53%	57%	63%	57%	58%	61%
Math Learning Gains	53%	56%	62%	57%	57%	61%
Math Lowest 25th Percentile	50%	47%	51%	50%	49%	51%
Science Achievement	47%	47%	53%	44%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	109 (0)	85 (0)	101 (0)	104 (0)	70 (0)	83 (0)	552 (0)
Attendance below 90 percent	9 (22)	25 (17)	10 (16)	17 (17)	14 (15)	20 (7)	95 (94)
One or more suspensions	0 (1)	3 (1)	1 (4)	0 (5)	2 (5)	7 (3)	13 (19)
Course failure in ELA or Math	10 (9)	39 (3)	30 (6)	51 (4)	52 (12)	72 (14)	254 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (6)	15 (12)	28 (14)	47 (32)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	52%	9%	58%	3%
	2018	47%	51%	-4%	57%	-10%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	43%	48%	-5%	58%	-15%
	2018	48%	48%	0%	56%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
05	2019	39%	47%	-8%	56%	-17%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		1%				
Cohort Comparison		-9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	56%	-4%	62%	-10%
	2018	53%	56%	-3%	62%	-9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	54%	56%	-2%	64%	-10%
	2018	59%	57%	2%	62%	-3%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
05	2019	42%	51%	-9%	60%	-18%
	2018	42%	56%	-14%	61%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-17%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	45%	-7%	53%	-15%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	26	25	27	41	52	70					

2019 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 2017-18	C & C Accel 2017-18
ELL	52	57		32	60						
HSP	53	55		43	42		37				
WHT	52	44	48	56	55	52	54				
FRL	46	46	44	41	44	42	30				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA proficiency and gains were significantly low for SWD. There was a lack of consistency teaching students in small groups.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was not an area that showed significant decline from the prior year in overall school data. However, when looking at the sub group data it was evident that the ELL math proficiency levels decreased and the SWD decreased in the areas of ELA proficiency and learning gains. This is most likely due to inconsistent small group instruction or lack of targeted interventions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA learning gains had the greatest gap when compared to state data (12 points). In addition, math proficiency levels show a significant gap when compared to the state (10 points). The gap in learning gains in ELA was due to inconsistent small group instruction and lack of targeted interventions/ effective progress monitoring. The proficiency in math was lack of release and use of strategies specifically aligned to standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains for the bottom quarterly in math showed the most improvement with a 23 point increase. Teachers utilized review within the math block and provided small group instruction, in order to meet the needs of students who were lacking current skills and foundational math skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance for all grade levels is a major concern. The number of students scoring less than an level 3 on state assessments is a concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase overall ELA and Math proficiency.
2. Close achievement gaps in ELA and Math with all students to increase learning gains.
3. Close achievement gaps in ELA between SWD and the general population.
4. Increase 5th grade science proficiency.
5. Decrease of ODRs and OSS.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will use data to intentionally plan and consistently implement teacher led, small group instruction.
Rationale	Based on 2018-19 FSA data and ESSA, SWD under performed as compared to their peers in ELA proficiency and learning gains.

State the measurable outcome the school plans to achieve	Increase ELA proficiency for students with disabilities from 26% to 35% as measured by 19-20 FSA. Increase ELA learning gains for students with disabilities from 25% to 50% as measured by 19-20 FSA. Increase ELA learning gains of students with disabilities in the bottom quartile from 27% to 50% as measured by 19-20 FSA. Increase overall learning gains in ELA and Math up to 5 percentage points as measured by 19-20 FSA.
Person responsible for monitoring outcome	Jessica Miller (jessica.miller@polk-fl.net)
Evidence-based Strategy	Guided reading groups will be formed and adjusted based on progress monitoring data. Math groups will be formed and adjusted based on formative assessments and progress monitoring data.
Rationale for Evidence-based Strategy	Research supports that guided reading/small group instruction increases comprehension by scaffolding instruction and differentiating tasks to meet the student at their current instructional level.

Action Step	
Description	1. Leadership team provide professional development on guided reading and small group instruction. 2. Teachers administer diagnostic and progress monitoring assessments. 3. Teachers consistently analyze data to form/adjust groups and plan for instruction. 4. Leadership team monitor small group instruction and provide feedback. 5. Leadership team monitor data and instructional plans. 6. Parents and families will have access to resources to assist their child at home. 7. Teachers will conference with parents to keep them informed of their child's specific progress. 8. Hire a reading interventionist who will work with students in K-2 who are not meeting proficiency on grade level standards. 9. Classroom paraprofessionals will work with students in small groups to close learning gaps. 10. Teachers will use Ready Materials, Fountas and Pinnell, Reading A-Z to support the state adopted curriculum.
Person Responsible	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)

#2	
Title	Improve core instruction in all subjects.
Rationale	2018-19 FSA data reflects that 3rd, 4th and 5th grade test scores are consistently at or below the 50th percentile in ELA, Math and Science. K-2 Star Early Lit, Star and Star Math data reveals the majority of students are not meeting mastery of standards. Based on 2018-19 FSA data and ESSA, SWD under performed as compared to their peers in ELA and Math proficiency.
State the measurable outcome the school plans to achieve	Proficiency for ELA, Math and Science will be above the 50th percentile as measured by FSA for grades 3rd, 4th and 5th. Proficiency for ELA and Math for K, 1st and 2nd will be above the 50th percentile as measure by Star Early Lit, Star and Star Math.
Person responsible for monitoring outcome	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)
Evidence-based Strategy	Classroom walk-throughs will be conducted and data gathered using LSI Trend Tracker on complexity of learning targets and student tasks. Student data will be monitored by teachers and administration allowing for adjustments in instruction of the core standards.
Rationale for Evidence-based Strategy	Teachers are expected to use learning targets that meet or exceed the complexity of the standard. Teachers are expected to plan and execute tasks that meet or exceed the complexity of the standard. Students who work at or above the complexity of the standard will increase proficiency.
Action Step	
Description	1. Teachers will attend weekly collaborative planning and PLCs in all content areas to plan tasks using the standards. 2. Teachers will create, post and use learning targets and success criteria to guide students in their learning of the core standards. 3. Teachers will plan higher level questioning, complexity of tasks and rigorous instruction. 4. Leadership will monitor teacher planning and instruction as well as student tasks and data. 5. Leadership team will provide feedback to both teachers and students. 6. The coaching cycle will be implemented for Tier 2 and Tier 3 teachers. 7. PD through LSI will be provided to all certified teachers as well as the LSI conference for administration and teacher leaders. 8. Parents and families will support learning at home. 9. P/FE activities and resources will be available for parents throughout the 19-20 school year. 10. Students in 2nd-5th grade will utilize additional resources outside of the state adopted texts, such as Ready Materials, Scholastic News, Fountas and Pinnell, Novel sets. 11. Classroom library books will be provided to all teachers to build a robust classroom library to ensure all students have access to books. 12. Books will be provided to students as needed. 13. On site and off site field trips will take place to enhance the educational experience for students. 14. Students will be offered extended learning opportunities.

Person Responsible	Jennifer Erb-hancock (jennifer.erb-hancock@polk-fl.net)

#3	
Title	Effectively implement PBIS in order to increase positive student behavior.
Rationale	Students who are actively engaged in learning decrease disruptions across the campus.
State the measurable outcome the school plans to achieve	The number of minor and major infractions will decrease as measured by the collection of PBIS data.
Person responsible for monitoring outcome	Ashley Menetre (ashley.menetre@polk-fl.net)
Evidence-based Strategy	Social skill lessons will be taught daily in all grade levels. Sanford Harmony curriculum will be used. All staff will use the strategies learned through PBIS training and Conscious Discipline training.
Rationale for Evidence-based Strategy	Research based curriculum will help decrease the number of negative disruptions. Consistent teaching of social skills will increase the positive behavior.
Action Step	
Description	1. Teachers will receive and teach scripted social skills lessons (school made and Sanford Harmony). 2. Teachers will be trained in PBIS strategies and Conscious Discipline. 3. Teachers will use the PBIS tracking forms to track data of negative behaviors. 4. The PBIS team will provide support to teachers and students who are struggling. 5. The PBIS team will analyze data every 4 weeks.
Person Responsible	Ashley Menetre (ashley.menetre@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Through the use of student ownership and success criteria (LSI), reading, math and science proficiencies are expected to increase.
Through the use of Conscious Discipline teachers will be equipped with research based strategies to increase positive behavior in order to decrease ODRs and OSS.
Curriculum planning time will be provided to teachers to plan standards based lessons using LSI strategies in ELA, Math and Science.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 full details on how we plan to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission and support the needs of students.

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. Severe cases may be handled with a contracted mental health counselor. Student IEPs also identify and address social/emotional goals for students.

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

Our school also utilizes CHAMPS, Sanford Harmony, Conscious Discipline, PBIS and Drumbeats.

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, 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. During the school year, in Pre-K, there are at least two conferences with each parent. The first conference provides 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 and helps 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.

5th grade students who are exiting get the opportunity to hear presentations from the feeder middle school.

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.

Title I, Part A project funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide transition facilitators at neglected and delinquent school sites to assist students who transition from DJJ facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

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, as well as parent family engagement opportunities.

Title IX, Homeless or The Hearth program provides support for students identified in a homeless situation. Title IX and Title I provide support for this program through funding of Hearth staff, professional development and contracted extended learning services for students.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Teachers will use data to intentionally plan and consistently implement teacher led, small group instruction.	$0.00

2	III.A.	Areas of Focus: Improve core instruction in all subjects.	$0.00
3	III.A.	Areas of Focus: Effectively implement PBIS in order to increase positive student behavior.	$0.00
		Total:	$0.00