



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Polk City Elementary School

125 BOUGAINVILLEA AVE S

Polk City, FL 33868

863-965-6338

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 84%
Alternative/ESE Center No	Charter School No	Minority Rate 20%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Polk City Elementary School

Principal

Jennifer Erb Hancock

School Advisory Council chair

Leslie Bushart

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sheila Scott	Assistant Principal
Jessica Miller	Curriculum Resource
Kimberly Wilson	Title I Facilitator
Jennifer Erb-Hancock	Principal

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Current membership consists of 27 members; 8 school based staff, 10 parents and 3 community members.

Involvement of the SAC in the development of the SIP

The SAC has reviewed the school's data and current grade. With that information 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.

Activities of the SAC for the upcoming school year

SAC will receive more in depth training/information in the following areas; school grade configuration, multi tiered systems of support, positive behavior support, and best practices that include research based teaching strategies. If lottery funds or school recognition funds become available the SAC will vote

on how those funds will be used. SAC will receive quarterly updates on student achievement. Title One will provide reports at each meeting as well.

Projected use of school improvement funds, including the amount allocated to each project

No funds available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Erb Hancock

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Bachelor of Science—Elementary Education, Master of Ed.—Educational Leadership
 Elem. Ed. 1-6, ESOL Endorsement, Educational Leadership, School Principal K-12

Performance Record

2012-2013 Polk City Elementary School-- Grade D
 2011-2012 Loughman Oaks Elementary School-- Grade C
 2010-2011 Loughman Oaks Elementary School-- Grade B
 2009-2010 Loughman Oaks Elementary School-- Grade C
 2008-2009 Loughman Oaks Elementary School-- Grade B
 2007-2008 Berkley Charter Elementary School-- Grade A
 2006-2007 Berkley Charter Elementary School-- Grade B
 2005-2006 Berkley Charter Elementary School-- Grade A
 2004-2005 Berkley Charter Elementary School-- Grade A

Sheila Scott		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	Bachelor of Arts – Early Childhood, Master of Science - Educational Leadership K-3, Elem. Ed 1-6, ESOL Endorsement, Educational Leadership	
Performance Record	2012-2013 Polk City Elementary School-- Grade D 2011-2012 Polk City Elementary School-- Grade C 2010-2011 Polk City Elementary School-- Grade B No AYP 2009-2010 Polk City Elementary School-- Grade A No AYP 2008-2009 Polk City Elementary School-- Grade A Yes AYP 2007-2008 Polk City Elementary School-- Grade B Yes AYP 2006-2007 Polk City Elementary School-- Grade A Yes AYP 2005-2006 Polk City Elementary School-- Grade B Yes AYP	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jessica Miller		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor of Arts--Early childhood Pre K-3, ESOL Endorsement, Reading K-12, Reading Endorsement	
Performance Record	2012-2013 Polk City Elementary-- Grade D	

Classroom Teachers

of classroom teachers
32

receiving effective rating or higher
32, 100%

Highly Qualified Teachers
100%

certified in-field
32, 100%

ESOL endorsed

21, 66%

reading endorsed

5, 16%

with advanced degrees

9, 28%

National Board Certified

1, 3%

first-year teachers

1, 3%

with 1-5 years of experience

4, 13%

with 6-14 years of experience

17, 53%

with 15 or more years of experience

10, 31%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Baseline data is gathered in August and September. Assessment data is processed through FAIR for grades K-5 for Reading, Discovery Education grade 3-5 in math and science. First and Second Grade instructional data is gathered from the previous year's SAT/10. Third through Fifth Grade instructional data is gathered from the previous year's Florida Comprehensive Assessment Test (FCAT) scores. FAIR and Discovery Education 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 Discovery Education Assessments, End of Year data is gathered through FAIR and Discovery Education Assessments, SAT/10, and FCAT. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings and with grade level teams.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered in August and September. Assessment data is processed through FAIR for grades K-5 for Reading, Discovery Education grade 3-5 in math and science. First and Second Grade instructional data is gathered from the previous year's SAT/10. Third through Fifth Grade instructional data is gathered from the previous year's Florida Comprehensive Assessment Test (FCAT) scores. FAIR and Discovery Education 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 Discovery Education Assessments, End of Year data is gathered through FAIR and Discovery Education Assessments, SAT/10, and FCAT. Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings and with grade level teams.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS leadership team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,320

Students will receive remediation in core academic subjects from teachers. Discovery Education will be used to create probes, activities, and assessments in the areas of Math and Science. Reading remediation will include instruction with phonics, fluency and comprehension using the Reading Wonders resources.

Enrichment activities will be offered to all students. They will have the opportunity to participate in book clubs, science clubs related to the NGSSS for science, and extended math concepts taught using real world application.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administration as well as a key extended learning facilitator will be responsible for monitoring implementation of the extended learning opportunities and strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Erb-Hancock, Principal	Sheila Scott, Assistant Principal
Jessica Miller, Curriculum Resource	Kimberly Wilson, Title One Facilitator

How the school-based LLT functions

The leadership team meets weekly to discuss academic achievement. Each of the designated team members (along with the principal and assistant principal) monitors their designated academic area. Discussion of processes, instructional procedures/adjustments, redirection of presentation, and peer supervision, professional development, are discussed and applied as deemed necessary. Four additional meetings are held prior to each of the quarterly grade reporting periods to determine student progress as related to promotion and retention.

Major initiatives of the LLT

This year our major initiative will be to monitor and analyze all of the new assessment data from FAIR, Discovery Education, FCIM mini-assessments, and FCAT 2.0 to try to determine the students' needs for a positive outcome on the FCAT. Another initiative is to provide support to all teachers to ensure best practices are being used in all classrooms to ensure students are achieving proficiency.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The curriculum that is used in our county-wide Pre-K program is Pre-K School Readiness. We will continue using Success For All – Curiosity Corner in addition to the fore mentioned. Some of the highlights that are embedded in this program are a great support to the transition into our kindergarten program.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	62%	46%	No	66%
White	63%	53%	No	67%
English language learners				
Students with disabilities	38%	0%	No	45%
Economically disadvantaged	62%	48%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	23%	50%
Students scoring at or above Achievement Level 4	53	29%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	61%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	13	45%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	65%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	44%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	44%	No	64%
American Indian				
Asian				
Black/African American				
Hispanic	49%	26%	No	54%
White	62%	47%	No	66%
English language learners				
Students with disabilities	38%	5%	No	45%
Economically disadvantaged	58%	42%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	23%	50%
Students scoring at or above Achievement Level 4	40	22%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	68	58%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	14	47%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	24%	50%
Students scoring at or above Achievement Level 4	15	24%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	27	43%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	54	13%	7%
Students retained, pursuant to s. 1008.25, F.S.	29	7%	5%
Students who are not proficient in reading by third grade	4	5%	0%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	6%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please refer to Title I Parent Involvement Plan for 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement at nightly functions.	84	20%	50%

Goals Summary

- G1.** Effectively integrate research based Reading and Writing best practices in all content areas to increase student proficiency.
- 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 implement PBS and apply new behavior strategies in class and throughout the campus.

Goals Detail

G1. Effectively integrate research based Reading and Writing best practices in all content areas to increase student proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers will use McGraw Hill, Reading Wonders to teach the Common Core Standards in Reading, Writing and Language Arts. Best practices such as Marzano's 6 step vocabulary and Learning Focused High Yield Strategies will be used. Teachers and students will have access to Accelerated Reader and online resources related to the Reading Wonders program.

Targeted Barriers to Achieving the Goal

- Lack of understanding on how to implement standards while utilizing writing in all content areas.

Plan to Monitor Progress Toward the Goal

Monitoring through classroom walk-throughs, observations, data meetings involving discussions with teachers and students about work samples and students scores/reports.

Person or Persons Responsible

School leadership team led by administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student Work Samples and test results showing 80% or more proficiency

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.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional development in lesson planning, leveled readers, specific iii/e designated timeframes, student centers for continued skills practice

Targeted Barriers to Achieving the Goal

- Teachers lack of specific knowledge of students beyond a test score

Plan to Monitor Progress Toward the Goal

Monitor teacher small group lesson planning, Compare previous student work and scores with current progress after iii/e sessions

Person or Persons Responsible

Teachers, school-based leadership team

Target Dates or Schedule:

Daily and/or weekly

Evidence of Completion:

Check Lesson Plans, Student work, and test scores showing movement toward proficiency

G3. All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- 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 report and office referral form. Sample lesson plans to teach the expectations on all areas of the campus including bus. Think It Through forms. List of children's literature to teach expectations. BARK posters and guidelines for rewards.

Targeted Barriers to Achieving the Goal

- Teachers choose to implement PBS without consistency or not at all.

Plan to Monitor Progress Toward the Goal

Office and bus referrals, B.A.R.K. cards stamped by teachers, individual behavior plans for chronically disruptive students

Person or Persons Responsible

Classroom teachers, Administration, and PBS/MTSS Team

Target Dates or Schedule:

Daily, Weekly, Monthly

Evidence of Completion:

Reduction of office referrals, number of students participating in B.A.R.K. incentives, observe B.A.R.K. Banks in classrooms

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Effectively integrate research based Reading and Writing best practices in all content areas to increase student proficiency.

G1.B1 Lack of understanding on how to implement standards while utilizing writing in all content areas.

G1.B1.S1 Teachers will receive PD from district and school based coaches throughout the year.

Action Step 1

Creating a school-wide writing rubric based on the standards.

Person or Persons Responsible

School-based leadership team and teachers.

Target Dates or Schedule

Beginning of the school year with modifications as needed.

Evidence of Completion

Student work and teacher observations

Facilitator:

School based leadership team or coaches

Participants:

All teachers

Action Step 2

Professional development encompassing unpacking the Common Core State Standards

Person or Persons Responsible

District and school based curriculum coaches.

Target Dates or Schedule

On going throughout the school year.

Evidence of Completion

Teacher lesson plans, student/teacher observations and student work samples.

Facilitator:

District and school based reading coaches.

Participants:

All teachers K-5.

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

Monitoring through classroom walk-throughs, observations, and discussions with teachers and students.

Person or Persons Responsible

Monitoring through classroom walk-throughs, observations, and discussions with teachers and students.

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, teacher and student conferences, and lesson plan checks.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring through classroom walk-throughs, observations, and discussions with teachers and students.

Person or Persons Responsible

Monitoring through classroom walk-throughs, observations, and discussions with teachers and students.

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, teacher and student conferences, test results.

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 lack of specific knowledge of students beyond a test score

G2.B1.S1 Hold weekly data discussion to identify specific skills students lack.

Action Step 1

Weekly data and lesson planning meetings to determine student needs for those who are not proficient in specific skills

Person or Persons Responsible

Leadership team with administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation of iii/e small groups to see if predetermined strategies are being utilized and determine the progress of the students

Facilitator:

School Based Coaches and administration

Participants:

Classroom teachers

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

Observations of iii/e (small groups/centers) time.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

Daily during iii/e time

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 G2.B1.S1

Observe teachers and students during iii/e (small groups/centers) time.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

Daily walk-throughs and weekly teacher discussion

Evidence of Completion

Check student work, scores, and progress

G3. All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus.

G3.B1 Teachers choose to implement PBS without consistency or not at all.

G3.B1.S1 Hold ongoing PBS training for all staff through PLCs during the year.

Action Step 1

Provide monthly PBS training to teachers/staff with emphasis on specific behavior problem areas

Person or Persons Responsible

Guidance Counselor, School Psychologist, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction of office referrals, number of students participating in B.A.R.K. incentives

Facilitator:

PBS/MTSS Team & School Based Leadership team

Participants:

all staff

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

Referrals, B.A.R.K. cards, behavior plans

Person or Persons Responsible

Administration and PBS/MTSS team

Target Dates or Schedule

Daily, Weekly, Monthly

Evidence of Completion

B.A.R.K. Banks in classrooms, behavior of students, B.A.R.K. incentives and the number of students participating in the rewards/incentives

Plan to Monitor Effectiveness of G3.B1.S1

Office and bus referrals, B.A.R.K. cards stamped by teachers, individual behavior plans

Person or Persons Responsible

Administration and PBS/MTSS Team

Target Dates or Schedule

Daily, Weekly, Monthly

Evidence of Completion

Reduction of office referrals, number of students participating in B.A.R.K. incentives, observe B.A.R.K. Banks in classrooms

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Effectively integrate research based Reading and Writing best practices in all content areas to increase student proficiency.

G1.B1 Lack of understanding on how to implement standards while utilizing writing in all content areas.

G1.B1.S1 Teachers will receive PD from district and school based coaches throughout the year.

PD Opportunity 1

Creating a school-wide writing rubric based on the standards.

Facilitator

School based leadership team or coaches

Participants

All teachers

Target Dates or Schedule

Beginning of the school year with modifications as needed.

Evidence of Completion

Student work and teacher observations

PD Opportunity 2

Professional development encompassing unpacking the Common Core State Standards

Facilitator

District and school based reading coaches.

Participants

All teachers K-5.

Target Dates or Schedule

On going throughout the school year.

Evidence of Completion

Teacher lesson plans, student/teacher observations and student work samples.

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 lack of specific knowledge of students beyond a test score

G2.B1.S1 Hold weekly data discussion to identify specific skills students lack.

PD Opportunity 1

Weekly data and lesson planning meetings to determine student needs for those who are not proficient in specific skills

Facilitator

School Based Coaches and administration

Participants

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Observation of iii/e small groups to see if predetermined strategies are being utilized and determine the progress of the students

G3. All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus.

G3.B1 Teachers choose to implement PBS without consistency or not at all.

G3.B1.S1 Hold ongoing PBS training for all staff through PLCs during the year.

PD Opportunity 1

Provide monthly PBS training to teachers/staff with emphasis on specific behavior problem areas

Facilitator

PBS/MTSS Team & School Based Leadership team

Participants

all staff

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction of office referrals, number of students participating in B.A.R.K. incentives

Appendix 2: Budget to Support School Improvement Goals