

Polk City Elementary School



2014-15 School Improvement Plan

Polk City Elementary School

125 BOUGAINVILLEA AVE S, Polk City, FL 33868

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
84%

Alternative/ESE Center
No

Charter School
No

Minority
20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Polk City Elementary is to become independent thinkers who work cooperatively to achieve goals.

Provide the school's vision statement

Polk City Elementary is working to become a place where all students will continuously experience success at the next level of their academic and personal endeavors. Our vision is for all students to perform at the top 20% of their peers as measured by any recognized external test. We envision a community of learners that encompasses parents, students and staff.

School Environment

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

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

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

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

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school implements the Positive Behavior Support (PBS) system throughout the campus and on buses where students are encouraged to --Be Prepared, Act Responsibly, Respect Everyone, and

Keep Safe--"B.A.R.K". with Character. All staff members and bus drivers stamp B.A.R.K. cards (or give coupons which are exchanged for one stamp per coupon) to students who are BARKing with Character from the time they enter the school gates to the time they exit for the day. The correct behaviors are expected across the whole campus and are encouraged to be used off campus as well. A "Pup" Rally is held at the beginning of the year to kick off (explain and model/show) students the proper way to B.A.R.K. with character and upon the return from holidays. Teachers are expected to review expectations throughout the year and more often as necessary. During the "Pup" Rally, students are chosen from the audience who are in the correct uniform, Buddy the Bulldog visits and reinforces the expectations, a powerpoint is shown of students who are BARKing with Character, and possible prizes and awards (realia) are shown to students so they can see what they might purchase with their BARK cards at the BARK Boutique at various times throughout the year. Members of the PBS Committee, staff who meet to develop and share new ideas or tweek old ones, also assist during the rally. Students also have the opportunity to eat lunch with Buddy the Bulldog or have a picture taken with him depending on the number of stamps/cards they earn.

All staff members including bus drivers, cafeteria workers, and custodial staff are "trained" and given either rubber name stamps to stamp student cards or coupons to hand out during their duty time when large numbers of students students are entering or leaving campus during the a.m. or p.m., or during the student lunch periods.

The school-wide expectations are used in conjunction with the district's Keys to Character. Students are chosen to be the "Top Dog of the Month". Parents are invited to join the student for a special lunch celebration in which the student receives a Top Dog of the Month certificate, prizes, a cookie, and punch while they sit with their parent (teacher if parent is unavailable) at specially decorated tables during their lunch period.

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

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

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

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

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

Early Warning Systems

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

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

The Early Warning System alerts to when students are exhibiting absenteeism at a rate of 10%. The attendance manager and school principal monitor student attendance and collaborates with the district social worker. Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, teacher and social worker to determine interventions and provide support to get the student to school on a regular basis.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Parents are mailed a letter with specific data for their child. Meetings are held with the parent, principal, teacher and social worker to determine interventions and provide support to get the student to school on a regular basis. For students who are experiencing chronic illness, the hospital homebound program is offered as an alternative. Students are given missed work to make up. When students attend school regularly the teacher is able to work with them in a small group to "catch them up". The social worker works to provide resources for parents within the community if needed.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208526>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

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

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Erb-hancock, Jennifer	Principal
Scott, Sheila	Assistant Principal
Miller, Jessica	Instructional Coach
Wilson, Kimberly	Teacher, K-12
Hallam, Teresa	Guidance Counselor

Duties

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

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

The MTSS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

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

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

Baseline data is gathered in August and September. Assessment data is processed through FAIR for grades K-5 for Reading, On going assessments for grade 3-5 in math, science and writing. First and Second Grade instructional data is gathered from the previous year's report cards and teacher data forms . Third through Fifth Grade instructional data is gathered from the previous year's Florida Comprehensive Assessment Test (FCAT) scores. FAIR and On going assessment data is also gathered mid-year and near the beginning of the state assessment window. Other Progress

Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, Florida Continuous Improvement Model (FCIM) mini-assessments, etc. Diagnostic Assessment data is gathered through FAIR and On going Assessments, End of Year data is gathered through FAIR, On going assessments and FCAT. Data is discussed and analyzed at least monthly at the MTSS/Rtl Leadership Team Meetings and with grade level teams.

Title I, Part A

Title I, Part A, funds school-wide services to Polk City Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before school and after school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Polk City Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web based access via Title II-D funds as made available. Funds available to Polk City Elementary are used to purchase items that support the school improvement plan goals.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Polk City Elementary provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education
 N/A
 Career and Technical Education
 N/A
 Job Training
 N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brooke Patisaul	Parent
Jamie Stalvey	Parent
Jack Haynie	Parent
Angela Morris	Parent
Paula Elliot	Parent
Sybil Parker	Parent
Sherry Hile	Parent
Angie Bradford	Parent
Tanya Kabat	Parent
Shelly Magruder	Parent
Kim Blanco	Teacher
Tara Dallaire	Teacher
Leslie Bushart	Teacher
Jessica Miller	Teacher
Brett Wiersema	Teacher
Kimberly Wilson	Teacher
Amanda Youngs	Teacher
Carol Davis	Education Support Employee
Katrina Taylor	Education Support Employee
Gary Loar	Business/Community
Rex Wilson	Business/Community
Wanda Harris	Business/Community
Patricia Jackson	Business/Community

Duties

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

Evaluation of last year's school improvement plan

It has been determined that the goals will remain the same for consistency. After review of the school grade and FCAT data from the previous school year, a math goal will be added.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

No funds available at this time.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Erb-hancock, Jennifer	Principal
Miller, Jessica	Instructional Coach
Scott, Sheila	Assistant Principal
Wilson, Kimberly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are allocated a common planning time daily of 50 minutes. Each grade level including special areas have the time to come together to plan and meet as a team. Weekly faculty meetings are held in which a grade level leads a teambuilding activity for the other staff members to participate in. Team leader meetings are held in which discussion across grade levels is encouraged in academic and non

academic areas. Grade levels are paired to work together with each other as well as bringing their students together. K is paired with 3rd, 1st with 4th, and 2nd with 5th. They get together on a weekly basis. Optional social activities are held after school hours to encourage positive relationships among staff.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Previous year state data for reading and math along with current year FAIR data for grades 3-5 is used to differentiate small groups. Teachers are using weekly reading skill data to address skill deficiencies during their differentiated small group time. Math formative assessment data will be used to drive instruction during math small groups. Additional instructional time is provided in English Language Arts and Math to include re-teach and/or remediation. A reading interventionist has been put into place to work with identified students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Erb-hancock, Jennifer, jennifer.erb-hancock@polk-fl.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

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

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

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

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

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

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas.
- G2.** Teachers will plan rigorous lessons that include differentiated instruction and immediate intensive strategies to ensure each student receives the instruction necessary to be proficient at grade level.
- G3.** All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus.

Strategic Goals Detail

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

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

1a

G042113

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Facilitators/Coaches (school and district)
- District curriculum maps
- Grade level planning
- MTSS planning
- Florida standards
- Professional development
- Textbooks (Math/Reading online)
- Test specifications
- Manipulatives
- Cooperative learning structures
- Teacher abilities/expertise

Targeted Barriers to Achieving the Goal 3

- Lack of effective implementation of planned instructional strategies.

Plan to Monitor Progress Toward G1. 8

Monitor weekly assessment data aligned to the standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 12/1/2014 to 6/3/2015

Evidence of Completion

Leadership team minutes, tracking data of mastery of standards.

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

G041673

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Professional development
- Leveled readers
- Specific iii/e designated timeframes
- Student centers for continued skills practice

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Monitor teacher small group lesson planning, compare previous student work and scores with current progress after iii/e sessions, administration will complete walk through observations.

Person Responsible

Jennifer Erb-hancock

Schedule

On 6/4/2015

Evidence of Completion

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

G3. All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus. 1a

G041674

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	65.0

Resources Available to Support the Goal 2

- Flow chart to determine if the behavior/incident is office or classroom managed.
- Definitions of office and classroom managed behaviors.
- List of possible interventions.
- Classroom infraction reports and office referral form.
- Sample lesson plans to teach the expectations.
- List of children's literature to teach expectations.
- BARK posters and guidelines for rewards.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Sheila Scott

Schedule

Monthly, from 8/18/2014 to 5/29/2015

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

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Polk City Elementary will demonstrate high expectations for all stakeholders through a system of monitoring and support of the planning and delivery of standards based instructions in all content areas. **1**

 G042113

G1.B17 Lack of effective implementation of planned instructional strategies. **2**

 B144367

G1.B17.S2 Facilitated common planning. **4**

 S156523

Strategy Rationale

For teachers to understand what the standards are asking the students to know and plan tasks that align with the standards.

Action Step 1 **5**

Give teachers feedback from the instructional review.

Person Responsible

Jennifer Erb-hancock

Schedule

Evidence of Completion

Teachers will complete a self reflection after receiving the feedback.

Action Step 2 5

Problem solve options to improve with teachers based on the feedback from the instructional review.

Person Responsible

Jennifer Erb-hancock

Schedule

Evidence of Completion

Teachers will develop an action plan on to make changes based on the previous feedback. They will work in vertical teams to discuss strategies.

Action Step 3 5

Develop planning protocol.

Person Responsible

Jessica Miller

Schedule

Evidence of Completion

A planning protocol toolkit.

Action Step 4 5

Review protocol, expectations, and create a list of instructional strategies in place.

Person Responsible

Jessica Miller

Schedule

Evidence of Completion

List of strategies, sign in sheet. Teachers will receive a planning toolkit.

Action Step 5 5

Facilitate planning using protocol with K-5.

Person Responsible

Jessica Miller

Schedule

Evidence of Completion

Lesson plans.

Action Step 6 5

Professional development on shifts in standards to support standards based lessons.

Person Responsible

Jessica Miller

Schedule

Evidence of Completion

Instructional alignment chart, cognitive complexity tallies.

Action Step 7 5

Provide coaching support to teachers for implementation.

Person Responsible

Jessica Miller

Schedule

Weekly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Coach's log.

Plan to Monitor Fidelity of Implementation of G1.B17.S2 6

Teacher created lesson plans to be monitored by administration.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 11/21/2014 to 6/3/2015

Evidence of Completion

Set calendar dates for lesson plans to be reviewed and feedback provided.

Plan to Monitor Effectiveness of Implementation of G1.B17.S2 7

Classroom walkthroughs with lesson plans and standards.

Person Responsible

Jennifer Erb-hancock

Schedule

Daily, from 12/1/2014 to 6/3/2015

Evidence of Completion

Walk through data, feedback to coach and teachers.

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

G041673

G2.B1 Teachers lack of specific knowledge of students beyond a test score 2

B101150

G2.B1.S2 Monthly data meetings with school leadership team to monitor student progress towards the standards. 4

S112402

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Sheila Scott

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Tier 2/3 data, progress profiles, PMP data forms

Action Step 2 5

Teachers will use assessment results to plan iii lessons to meet the needs of all students.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

iii plans will be submitted weekly and feedback will be provided.

Action Step 3 5

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

Person Responsible

Teresa Hallam

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

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

Triple I lesson plans submitted weekly.

Person Responsible

Jennifer Erb-hancock

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Triple I lesson plans will be submitted as well as walk through observations.

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

Data meetings between administration and teachers.

Person Responsible

Jennifer Erb-hancock

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

G3. All staff will effectively implement PBS and apply new behavior strategies in class and throughout the campus. 1

G041674

G3.B1 Teachers choose to implement PBS without consistency or not at all. 2

B101153

G3.B1.S1 Hold ongoing PBS training for all staff during faculty meetings throughout the year. Utilize FDLRS for PD on classroom management. MTSS training for all teachers. 4

S112403

Strategy Rationale

Teachers will have access to tools to be able to support the PBS initiative.

Action Step 1 5

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

Person Responsible

Teresa Hallam

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Data to show reduction in number of office referrals & suspensions (ISS and/or OSS), lincrease number of students participating in B.A.R.K. incentives monthly and each nine-weeks with more consistent use of and more effective implementation of PBS strategies by staff, and decrease number of students in Tier 2/3 as effective PBS implementation occurs.

Action Step 2 5

FDLRS will provide PD on classroom management with the use of accommodations for students with disabilities to teachers and other staff.

Person Responsible

Teresa Hallam

Schedule

On 10/30/2014

Evidence of Completion

Data from office referrals, suspensions, & documentation of accommodations in lesson plans

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

MTSS: Tier 2 and Tier 3 plans are written correctly with the use of accommodations to meet the needs of students and data is collected regularly. PBS: Observation of classroom behaviors and how teachers monitor the behaviors using their rule system within the classroom. Guidelines for how many BARK stamps can be earned and how often they are awarded.

Person Responsible

Sheila Scott

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

MTSS: Decrease in the number of students in Tier 2 and Tier 3 because of their needs being met. PBS: 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 Fidelity of Implementation of G3.B1.S1 6

Teachers and Paraprofessionals use accommodations in classroom with students to encourage positive behavior.

Person Responsible

Sheila Scott

Schedule

On 6/4/2015

Evidence of Completion

Observe a variety of accommodations in use in the classroom. Check lesson plans for accommodations used.

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

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

Person Responsible

Sheila Scott

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data to show reduction of office referrals, increase in number of students participating in B.A.R.K. incentives, observe B.A.R.K. banks in classrooms, discussions with students and teachers,

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

Decrease in misbehavior within classrooms/campus when accommodations are used.

Person Responsible

Sheila Scott

Schedule

Monthly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Data from record of referrals, observation of use of accommodations in class, & change of student behavior.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide PBS/MTSS training to teachers/ staff with emphasis on specific behavior problem areas.	Hallam, Teresa	9/10/2014	Data to show reduction in number of office referrals & suspensions (ISS and/ or OSS), lincrease number of students participating in B.A.R.K. incentives monthly and each nine-weeks with more consistent use of and more effective implementation of PBS strategies by staff, and decrease number of students in Tier 2/3 as effective PBS implementation occurs.	5/29/2015 monthly
G1.B17.S2.A1	Give teachers feedback from the instructional review.	Erb-hancock, Jennifer	11/3/2014	Teachers will complete a self reflection after receiving the feedback.	one-time
G2.B1.S2.A1	LLT hold monthly data meetings with teachers to monitor student progress	Scott, Sheila	9/2/2014	Tier 2/3 data, progress profiles, PMP data forms	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and student learning gains of meeting the standards.				
G1.B17.S2.A2	Problem solve options to improve with teachers based on the feedback from the instructional review.	Erb-hancock, Jennifer	11/10/2014	Teachers will develop an action plan on to make changes based on the previous feedback. They will work in vertical teams to discuss strategies.	one-time
G3.B1.S1.A2	FDLRS will provide PD on classroom management with the use of accommodations for students with disabilities to teachers and other staff.	Hallam, Teresa	9/25/2014	Data from office referrals, suspensions, & documentation of accommodations in lesson plans	10/30/2014 one-time
G2.B1.S2.A2	Teachers will use assessment results to plan iii lessons to meet the needs of all students.	Erb-hancock, Jennifer	9/2/2014	iii plans will be submitted weekly and feedback will be provided.	5/29/2015 weekly
G1.B17.S2.A3	Develop planning protocol.	Miller, Jessica	11/10/2014	A planning protocol toolkit.	one-time
G2.B1.S2.A3	Teachers will hold data chats with students as well as parents.	Hallam, Teresa	9/2/2014	Data chat forms will be completed and parent conferences will be held. Specific data forms will be completed by the teacher and signed by the parent and student.	5/29/2015 monthly
G1.B17.S2.A4	Review protocol, expectations, and create a list of instructional strategies in place.	Miller, Jessica	11/12/2014	List of strategies, sign in sheet. Teachers will receive a planning toolkit.	one-time
G1.B17.S2.A5	Facilitate planning using protocol with K-5.	Miller, Jessica	11/18/2014	Lesson plans.	one-time
G1.B17.S2.A6	Professional development on shifts in standards to support standards based lessons.	Miller, Jessica	11/19/2014	Instructional alignment chart, cognitive complexity tallies.	one-time
G1.B17.S2.A7	Provide coaching support to teachers for implementation.	Miller, Jessica	12/1/2014	Coach's log.	5/29/2015 weekly
G1.MA1	Monitor weekly assessment data aligned to the standards.	Erb-hancock, Jennifer	12/1/2014	Leadership team minutes, tracking data of mastery of standards.	6/3/2015 weekly
G1.B17.S2.MA1	Classroom walkthroughs with lesson plans and standards.	Erb-hancock, Jennifer	12/1/2014	Walk through data, feedback to coach and teachers.	6/3/2015 daily
G1.B17.S2.MA1	Teacher created lesson plans to be monitored by administration.	Erb-hancock, Jennifer	11/21/2014	Set calendar dates for lesson plans to be reviewed and feedback provided.	6/3/2015 weekly
G2.MA1	Monitor teacher small group lesson planning, compare previous student work and scores with current progress after iii/e sessions, administration will complete walk through observations.	Erb-hancock, Jennifer	8/18/2014	Monitor by checking lesson plans that document specific interventions for each student. Walk throughs will provide evidence that teachers are teaching in small groups and utilizing the lesson plan.	6/4/2015 one-time
G2.B1.S2.MA1	Data meetings between administration and teachers.	Erb-hancock, Jennifer	9/2/2014	Data spreadsheets will serve as the documentation of teachers tracking data. A sign in sheet each time administration and teachers meet will be kept.	5/29/2015 monthly
G2.B1.S2.MA1	Triple I lesson plans submitted weekly.	Erb-hancock, Jennifer	9/2/2014	Triple I lesson plans will be submitted as well as walk through observations.	5/29/2015 weekly
G3.MA1	Office and bus referrals, B.A.R.K. cards stamped by teachers, individual behavior plans for chronically disruptive students	Scott, Sheila	8/18/2014	Reduction of office referrals, number of students participating in B.A.R.K. incentives, observe B.A.R.K. Banks in classrooms	5/29/2015 monthly
G3.B1.S1.MA1	Office and bus referrals, B.A.R.K. cards stamped by teachers, individual behavior plans	Scott, Sheila	8/18/2014	Data to show reduction of office referrals, increase in number of students participating in B.A.R.K. incentives, observe B.A.R.K. banks in classrooms, discussions with students and teachers,	5/29/2015 monthly
G3.B1.S1.MA4	Decrease in misbehavior within classrooms/campus when accommodations are used.	Scott, Sheila	9/25/2014	Data from record of referrals, observation of use of accommodations in class, & change of student behavior.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	MTSS: Tier 2 and Tier 3 plans are written correctly with the use of accommodations to meet the needs of students and data is collected regularly. PBS: Observation of classroom behaviors and how teachers monitor the behaviors using thier rule system within the classroom. Guidelines for how many BARK stamps can be earned and how often they are awarded.	Scott, Sheila	10/6/2014	MTSS: Decrease in the number of students in Tier 2 and Tier 3 because of their needs being met. PBS: 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.	5/29/2015 weekly
G3.B1.S1.MA3	Teachers and Paraprofessionals use accommodations in classroom with students to encourage positive behavior.	Scott, Sheila	9/25/2014	Observe a variety of accommodations in use in the classroom. Check lesson plans for accommodations used.	6/4/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B17 Lack of effective implementation of planned instructional strategies.

G1.B17.S2 Facilitated common planning.

PD Opportunity 1

Review protocol, expectations, and create a list of instructional strategies in place.

Facilitator

Jessica Miller

Participants

K-5 teachers

Schedule

PD Opportunity 2

Professional development on shifts in standards to support standards based lessons.

Facilitator

Jessica Miller

Participants

K-5 teachers

Schedule

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 during faculty meetings throughout the year. Utilize FDLRS for PD on classroom management. MTSS training for all teachers.

PD Opportunity 1

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

Facilitator

PBS/MTSS Team & School Based Leadership team

Participants

all staff

Schedule

Monthly, from 9/10/2014 to 5/29/2015

PD Opportunity 2

FDLRS will provide PD on classroom management with the use of accommodations for students with disabilities to teachers and other staff.

Facilitator

Jennifer Erb-Hancock

Participants

Teachers and Paraprofessionals

Schedule

On 10/30/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0