

Lake Wales Charter Schools

Polk Avenue Elementary School



2017-18 School Improvement Plan

Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

<http://lwcharterschools.com/polkave>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	12%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	0%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Polk Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

Our school is a leadership school based on Stephan Covey's Seven Habits of Highly Effective People.

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

Polk Avenue has three behavioral programs that work together to build a strong school climate. The programs are Positive Behavior Support, the Leader in Me, and PAX. These programs all focus on the positive. Our Leadership program encourages students to be Leaders and many of them have leadership roles before, during and after school.

Polk Avenue also presents an all school meeting on Bullying. Students are taught who bullies are, who victims are and who bystanders are. Students are encouraged to help one another and to report any and all problems. All classrooms as well as the main office have bully boxes making it easy for students to let us know if there is a problem that they are having. All of these reports are followed up on.

c. 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

All of the above listed programs assist the school in minimizing distractions. During instructional time, students participate in "The Good Behavior Game" which is a part of the PAX program. To use the Good Behavior Game, the teacher and students set parameters for what behaviors will be accepted or not accepted during instructional periods. Student teams that meet the required standard participate in a 30 second to one minute reward. This does assist the students in self regulation.

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

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

Polk Avenue also has a relationship with the High School which encourages the Young Leaders from

the High School to come to meet with Elementary students throughout the year. Polk Avenue also has a relationship with several of our local churches as well as Lake Wales Care Center who work to recruit mentors to work with our students. They also purchase book bags with food on the weekend. This helps our students who do not have access to food on the weekends.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- We have an attendance plan where student attendance is monitored by our classroom teachers and Assistant Principal. Our system wide social worker also works with our school regarding any student with attendance issues. Sending letters as well as holding intervention meeting are some of the interventions used.
- Students with suspensions in or out of school are considered for mentors.
- We look at individual student data and provide interventions as needed. Teachers conference individual students to provide instant intervention and guidance. Struggling students are referred for MTSS process.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	13	10	16	9	11	0	0	0	0	0	0	0	84
One or more suspensions	2	6	13	13	14	6	0	0	0	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	43	66	44	0	0	0	0	0	0	0	153

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	1	3	13	7	6	0	0	0	0	0	0	31

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

Provide small group iii for student struggling in the area of Reading or Math.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/424088>.

2. Description

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

2. 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

Polk Avenue will work at the family level on building partnerships by meeting with parents in a variety of ways. These will include parent conferences, parent involvement nights, school celebrations, school traditions and home visits when needed.

Our local churches work with us to provide mentors for our schools.

For our community partners, we have our student leaders go to the Kiwanis Club, the Rotary Club, and both Polk Leadership as well as the Lake Wales Leadership classes. These students speak publicly about our school as well as share their student data that they chart in their student Leadership Notebooks with these business leaders. We also invite community partners and families to our school Leadership Day where we showcase what the students are learning in the area of leadership with our business partners.

Business Partners also participate in the Great American Teach in where they are able to share with students about their jobs. This helps to broaden our students' knowledge about careers that are available.

In addition to these, we work with the local high school and universities to have their students in our school often. These students do internships, work study, or just volunteer time helping students and the school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

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

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

Utilizing data obtained from the quarterly Progress Monitoring tool (i.e. NWEA MAP, FLKRS, etc.), the Principal and School Counselor meet monthly with each grade level (more often if necessary) to identify students in need of extra supports. Tier 2 interventions are developed and reviewed at each of these meetings. If the student's progress, as determined by the measurement tool identified at these meetings shows that the student needs further assistance, then an MTSS /RTI meeting is scheduled. At that meeting the team members determine if there is a need for Tier 3 interventions. If so, such interventions are developed and progress monitoring tools for that intervention are identified. Once there has been adequate time to assess how the interventions are working for the student, then a second MTSS/RTI meeting is held to review the data and determine future courses of action. This is supported by having 30 minute intervention blocks of time built into the day where students with similar academic hurdles are grouped together by need and skill level in small groups that are teacher led. This works very well for allowing a maximum number of students to receive needed Tier 2 interventions. The students from a particular grade level will focus on the skills identified by the MTSS Team using the strategies identified by the MTSS team.

Title I, Part A

Title I, Part A, funds school-wide services to Polk Avenue Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement

needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Polk Avenue 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

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 Avenue Elementary are used to purchase Professional Development for teachers.

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 additional 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)

SAI unit(s) provided to Polk Avenue Elementary enhance student achievement by giving guidance and direction to reading instructors.

Violence Prevention Programs

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

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 (Secondary)

Students are provided with information related to adult education options upon request.

Career and Technical Education (Secondary)

Students at Polk Avenue Elementary have the option to participate in the Criminal Justice Career Academy when they reach Lake Wales High School. The academy assists students in acquiring an understanding the American legal and criminal justice systems. The academy provides an opportunity for student to participate in hands-on training and prepares students to explore the wide range of career opportunities related to criminal justice and law.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gail Quam	Principal
Ambica Saran	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

We review our School Improvement Plan with our SAC members on our first SAC meeting by sharing students data and informing them about the barriers and strategies. During this meeting we also ask the SAC members for suggestion that they may have for School Improvement.

b. Development of this school improvement plan

Each year we present the rough draft to our SAC committee and we ask them to review it and to give feedback. We modify the final copy according to the input that we receive. A final copy is then presented and reviewed. SAC minutes and the School Improvement Plan are kept for public access. Two reports that the SAC members use to determine SIP goals and objectives are School Grade and VAM.

c. Preparation of the school's annual budget and plan

Our SAC committee does give input on discretionary lottery funds, when they are available as well the school recognition funds.

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

There are not any funds allocated for SAC.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Quam, Gail	Principal
Hixenbaugh, Shay	Assistant Principal
Batson, Shelley	Instructional Coach
Flood, Lynn	Teacher, K-12
Fletcher, Melanie	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

This group will meet to determine reading instructional strategies, philosophy, and direction for our students. We use Target Reading Strategies for Kindergarten-5th grade.

The LLT met and will continue to meet on our Reading Power Hour to provide for our teachers and students research based materials and programming to ensure growth in reading this school year.

We will also conduct writing contests this school year to encourage and strengthen student writing performance.

The LLT team monitors the strategies that are used with in the school. The monitoring happens through classroom visits as well as monitoring lesson plans. Our reading coach is providing professional development in unpacking the ELA standards to ensure that all teachers have a deep understanding of the new standards.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Our teachers have common planning time each day. In addition there are grade level planning meetings in the office conference area. Monthly professional development enables teachers from across grade levels to meet in team meetings for ELA, Math, Science and Technology.

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

Description of Strategy Person Responsible Date

Partnership with local colleges with the placement of interns and practicum students Administrator Ongoing

To retain highly qualified teachers we participate in NBCT, and Masters Programs Administrator Ongoing
 Empowering teachers to have a voice in school decision making through Action Teams Leadership Ongoing

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

A TIPS program is provided by the Lake Wales Charter School System for all beginning teachers. Subject Area Resource Teachers meet monthly with all teachers as well as when needed. New teachers participating in the PEC program are partnered with high performing teachers. Grade Level Directors also serve as mentors for their grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

We will have C-Palms trainers come to give training on the Florida Standards to grade levels. The standards drive our instruction, not any program in particular. We use research based strategies in reading and apply them to the Florida Standards. We do use the Math Florida Standards Go Math Series as well as Common Core Ready Gen reading program. We use an assortment of science texts and strategies.

b. Instructional Strategies

1. 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

Polk Avenue will be using progress monitoring data to differentiate instruction for our students. We will be using NWEA MAP for our reading assessment in grades K-5 this year. Students will also use I-Station daily. This program will also group students according to instructional needs. Teachers have documented this in their lesson plans their small groups, which students are served, as well what strategies they are using. I-Station does level the students using lexiles, allowing them to go as high as they can so that we can always challenge our high performing students.

Math NWEA MAP will be used for K-5 and Science progress monitoring will also be NWEA MAP grades 3-5. Our Acaletics program allows students to constantly review and challenge students during Math Club. Students in K-2 use a school created assessment in the area of science. Write Score will be used for our Writing Progress monitoring for students in grades K-5.

2. 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: 5,040

We will provide an after school program for 3-5 grade students who need intervention in Reading & Math twice a week. Students needing enrichment will participate in our academic teams and other leadership clubs.

Strategy Rationale

Increased time for instruction will result in higher student learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Saran, Ambica, ambica.randev@lwcharterschools.com

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

We will monitor the data for Progress Monitoring and classroom assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Strategy #1

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

Strategy #2

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

Strategy #3

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

Strategy #4

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

Strategy #5

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

Strategy #6

Polk Avenue Elementary differentiates between orientation to school using Kindergarten Round-Up and Kindergarten Orientation Day and transition to school using Polk Avenue Elementary Kindergarten Week Program.

Strategy #7

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

Strategy #8

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

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***
- 4. 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.** By the end of the 2017-18 school year, Polk Avenue Elementary will maintain their school grade at "C" or improve it by increasing proficiency in all subject areas.

Strategic Goals Detail

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

G1. By the end of the 2017-18 school year, Polk Avenue Elementary will maintain their school grade at "C" or improve it by increasing proficiency in all subject areas. **1a**

G094317

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal **3**

- Reading professional development and lack of student background knowledge
- Inability to retain Math concepts and lack of basic facts knowledge
- Students have a lack of background knowledge in Science

Resources Available to Help Reduce or Eliminate the Barriers **2**

- English Language Arts- Pearson, ReadyGen Core Curriculum, I-Station, and Target Reading Strategies, Professional Development by Pearson Ready Gen, Reading Resource Teacher, and Reading Paraprofessional. Writing- Write Score, Pearson Ready Gen, Empowering Writers
- Math- Acaletics Program, Acaletics Consultant visits, Math Resource Teacher, Grade Level Meetings (PLC's), and Web Based Program
- Science-Science Lab teacher, Sciencosauris (Grade 2-5), Science Lab (K-5), Science Boot Camp, and Edusmart (online resource)

Plan to Monitor Progress Toward G1. **8**

Progress Monitoring will be conducted three time a year and the data will be monitored as it becomes available.

Person Responsible

Ambica Saran

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Learning gains and student proficiency will be tracked for each grade level.

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. By the end of the 2017-18 school year, Polk Avenue Elementary will maintain their school grade at "C" or improve it by increasing proficiency in all subject areas. **1**

 G094317

G1.B1 Reading professional development and lack of student background knowledge **2**

 B253268

G1.B1.S1 Schedule specific training sessions focusing on the Pearson Ready Gen in addition to the Target Reading Strategies, I-Station, research-based strategies for teaching reading. **4**

 S267374

Strategy Rationale

Providing research based instruction requires professional development based upon action research.

Action Step 1 **5**

Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies. Teachers will be train on standards. ELA family involvement night will be held to provide training and resources for parents to help their child at home

Person Responsible

Shelley Batson

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Training calendar & sign in sheet for the professional development, Family involvement night sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations will be done by Reading Resource Teacher and teachers will use pacing calendars and data to guide instruction. We will also gather feedback from parents about the family involvement night.

Person Responsible

Shelley Batson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data, pacing calendars, and Family Involvement Night evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom data will be monitored. Family involvement night feedback will be evaluated for effectiveness

Person Responsible

Shelley Batson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom data, agendas, sign in sheet from monthly data meetings, and family involvement night evaluations

G1.B2 Inability to retain Math concepts and lack of basic facts knowledge **2**

 B253269

G1.B2.S1 Teach students Acaletics Hooks and strategies that will the students retain and recall math concepts. Teach and Practice basic facts. **4**

 S267375

Strategy Rationale

Students often forget the steps to solve math problems. Hooks (mnemonic devices) will help them recall the steps require to solve the given math problem.

Basic facts are the building blocks to math success. By incorporating basic fact fluency practice and assessment during the school day we will build a strong foundation.

Action Step 1 **5**

Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks to help students recall the procedure to solve math problems. Teachers will also be trained on math standards. Teachers will administer monthly Fluency Checks. Math family involvement night will be held to provide training and resources to parents to help their child at home. Select teachers will attend the Florida Teachers of Mathematics Conference and will share ideas with peers.

Person Responsible

Ambica Saran

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign in sheet for Acaletics consultant visits, family involvement night sign in sheet, and grade level meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Math teachers will administer monthly Acaletics Pre Post Assessment and Fluency Checks. Math Resource Teacher will collect data for these Assessment. Acaletics Consultant & Math Resource teacher will provide support to math teachers through professional development on implementing the Acaletics program and help math teachers look at student data to improve student achievement. We will also gather feedback from parents about the family involvement night.

Person Responsible

Ambica Saran

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data from Comprehensive Pre Post Assessment & Fluency Checks will be used to monitor fidelity of implementation. Family involvement night evaluation will be used to monitor fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student learning gains will be tracked and support will be provided to struggling teachers and intervention will be provided to struggling students. Family involvement night parent feedback will be evaluated to improve effectiveness

Person Responsible

Ambica Saran

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

1. Data for the monthly Acaletics Comprehensive Pre Post Assessment will be collected and reported
2. Student growth and success on the Acaletics Comprehensive Pre Post Assessment will be tracked
3. Feedback for improving teaching practices will be provided through walk through notes
4. Family involvement night evaluations

G1.B3 Students have a lack of background knowledge in Science **2**

 B253270

G1.B3.S1 Incorporate non-fiction, concept related, reading and writing assignments. More support for students in terms of pictures, vocabulary instruction, and science demonstrations. **4**

 S267376

Strategy Rationale

Science knowledge can be improved by exposing student to a variety of non-fiction materials which is provided in our new reading series.

Action Step 1 **5**

K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms. Science family involvement night will be held to provide training and resources for parents to help their child at home.

Person Responsible

Melissa Kelly

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Completion of the Boot Camp nonfiction materials & family involvement night sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Teachers will administer science boot camp assessments and track student data. We will also gather feedback about the family involvement night

Person Responsible

Melissa Kelly

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Science boot camp assessment data & family involvement night evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher will track the progress of the Science boot camp assessment. Family night feedback will be evaluated for effectiveness

Person Responsible

Melissa Kelly

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Science boot camp assessment data & family involvement night evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M379512	Progress Monitoring will be conducted three time a year and the data will be monitored as it...	Saran, Ambica	8/10/2017	Learning gains and student proficiency will be tracked for each grade level.	5/24/2018 quarterly
G1.B1.S1.MA1 M379506	Classroom data will be monitored. Family involvement night feedback will be evaluated for...	Batson, Shelley	8/10/2017	Classroom data, agendas, sign in sheet from monthly data meetings, and family involvement night evaluations	5/24/2018 weekly
G1.B1.S1.MA1 M379507	Classroom observations will be done by Reading Resource Teacher and teachers will use pacing...	Batson, Shelley	8/10/2017	Data, pacing calendars, and Family Involvement Night evaluations	5/24/2018 weekly
G1.B1.S1.A1 A355540	Plan, schedule, conduct, and participate in reading professional development including, but not...	Batson, Shelley	8/10/2017	Training calendar & sign in sheet for the professional development, Family involvement night sign in sheet	5/24/2018 daily
G1.B2.S1.MA1 M379508	Student learning gains will be tracked and support will be provided to struggling teachers and...	Saran, Ambica	8/10/2017	1. Data for the monthly Acaletics Comprehensive Pre Post Assessment will be collected and reported 2. Student growth and success on the Acaletics Comprehensive Pre Post Assessment will be tracked 3. Feedback for improving teaching practices will be provided through walk through notes 4. Family involvement night evaluations	5/24/2018 monthly
G1.B2.S1.MA1 M379509	Math teachers will administer monthly Acaletics Pre Post Assessment and Fluency Checks. Math...	Saran, Ambica	8/10/2017	Data from Comprehensive Pre Post Assessment & Fluency Checks will be used to monitor fidelity of implementation. Family involvement night evaluation will be used to monitor fidelity of implementation.	5/24/2018 every-2-months
G1.B2.S1.A1 A355541	Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the...	Saran, Ambica	8/10/2017	Sign in sheet for Acaletics consultant visits, family involvement night sign in sheet, and grade level meetings.	5/24/2018 monthly
G1.B3.S1.MA1 M379510	Teacher will track the progress of the Science boot camp assessment. Family night feedback will be...	Kelly, Melissa	8/10/2017	Science boot camp assessment data & family involvement night evaluations	5/24/2018 monthly
G1.B3.S1.MA1 M379511	Teachers will administer science boot camp assessments and track student data. We will also gather...	Kelly, Melissa	8/10/2017	Science boot camp assessment data & family involvement night evaluations	5/24/2018 monthly
G1.B3.S1.A1 A355542	K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials,...	Kelly, Melissa	8/10/2017	Completion of the Boot Camp nonfiction materials & family involvement night sign in sheets	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. By the end of the 2017-18 school year, Polk Avenue Elementary will maintain their school grade at "C" or improve it by increasing proficiency in all subject areas.

G1.B1 Reading professional development and lack of student background knowledge

G1.B1.S1 Schedule specific training sessions focusing on the Pearson Ready Gen in addition to the Target Reading Strategies, I-Station, research-based strategies for teaching reading.

PD Opportunity 1

Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies. Teachers will be train on standards. ELA family involvement night will be held to provide training and resources for parents to help their child at home

Facilitator

Reading Resource Teacher and Technology Resource Teacher

Participants

All Reading teachers will participate. All parents will be invited to the family involvement night

Schedule

Daily, from 8/10/2017 to 5/24/2018

G1.B2 Inability to retain Math concepts and lack of basic facts knowledge

G1.B2.S1 Teach students Acaletics Hooks and strategies that will the students retain and recall math concepts. Teach and Practice basic facts.

PD Opportunity 1

Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks to help students recall the procedure to solve math problems. Teachers will also be trained on math standards. Teachers will administer monthly Fluency Checks. Math family involvement night will be held to provide training and resources to parents to help their child at home. Select teachers will attend the Florida Teachers of Mathematics Conference and will share ideas with peers.

Facilitator

Acaletics Consultant, Math Resource Teacher and Technology Resource Teacher

Participants

K-5 Math teachers. All parents will be invited to the family involvement night

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G1.B3 Students have a lack of background knowledge in Science

G1.B3.S1 Incorporate non-fiction, concept related, reading and writing assignments. More support for students in terms of pictures, vocabulary instruction, and science demonstrations.

PD Opportunity 1

K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms. Science family involvement night will be held to provide training and resources for parents to help their child at home.

Facilitator

Sabrina Jones, Boot Camp consultant & Science Resource Teachers

Participants

New 4th & 5th grade Science teachers. All parents will be invited to the family involvement night.

Schedule

Monthly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Reading Developmental Lesson Plan" and " Exercises in Reading Comprehension", as well as, model lessons using these strategies. Teachers will be train on standards. ELA family involvement night will be held to provide training and resources for parents to help their child at home				\$122,136.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1351 - Polk Avenue Elementary School	General Fund		\$63,043.00
			<i>Notes: Reading Resource Teacher</i>			
	6300	130-Other Certified Instructional Personnel	1351 - Polk Avenue Elementary School	Title, I Part A		\$59,093.00
			<i>Notes: Technology Resource Teacher</i>			
2	G1.B2.S1.A1	Math Teachers will teach their students Acaletics Hooks and strategies for math concepts that the students find difficult to retain. Math Resource teacher and Acaletics Consultant will provide teachers training on the Acaletics Hooks to help students recall the procedure to solve math problems. Teachers will also be trained on math standards. Teachers will administer monthly Fluency Checks. Math family involvement night will be held to provide training and resources to parents to help their child at home. Select teachers will attend the Florida Teachers of Mathematics Conference and will share ideas with peers.				\$64,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	1351 - Polk Avenue Elementary School	General Fund		\$19,226.00
			<i>Notes: Math Resource Teacher</i>			
	6300	130-Other Certified Instructional Personnel	1351 - Polk Avenue Elementary School	Title I, Part A		\$44,861.00
			<i>Notes: Math Resource Teacher</i>			
3	G1.B3.S1.A1	K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms. Science family involvement night will be held to provide training and resources for parents to help their child at home.				\$69,192.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1351 - Polk Avenue Elementary School	Title I, Part A		\$69,192.00
			<i>Notes: Science Resouces Teacher</i>			
					Total:	\$255,415.00