

SCHOOL IMPROVEMENT PLAN

District: Polk

Principal Name: Martin G. Young

SAC Chair: Joy Grier

Superintendent: Dr. Gail McKinzie

Date of School Board Approval: 11/18/08

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

School at a Glance - 2008

AYP: Yes No _____ Percentage 100%

School Grade: B

AYP Status: (Title I schools only)

Not SINI

PREVENTIVE (First 4 years of NOT making AYP)

_____	SINI-1	Consequence:	Choice with Transfer, Supplemental Education Services
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____
_____	SINI-2	Consequence:	Choice with Transfer, Supplemental Education Services
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____
_____	SINI-3	Consequence:	Choice with Transfer, Supplemental Education Services, Corrective Action
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____

CORRECTIVE (Failed to achieve AYP for 5 or more years)

_____	SINI-4	Consequence:	Choice with Transfer, Supplemental Education Services, Restructuring Planning
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____
_____	SINI-5	Consequence:	Choice with Transfer, Supplemental Education Services, Restructuring
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____

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KEY:

Holding = Maintain previous year’s SINI status and level of NCLB consequences

SINI = Schools In Need of Improvement

Category = Level of action given based on SINI status, school grade, and AYP percentage

- I = A’s, B’s, C’s and Ungraded Schools with at least 80% AYP criteria met
- II = Schools with less than 80% AYP criteria met, and all D’s and F’s

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**AYP
THREE-YEAR TREND**

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	69	67	-2	67	0
White	72	69	-3	71	2
Black					
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	68	66	-2	65	-1
ELL					
SWD					

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	58	58	0	62	4
White	61	60	-1	64	4
Black					
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	54	57	3	63	6
ELL					
SWD					

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	87	95	8	95+	
White	88	96	8		
Black					
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	87	97	10	93	-4
ELL					
SWD					

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

**SCHOOL GRADES
THREE-YEAR TREND**

READING

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	75	72	-3	72	0
% Making Learning Gains*	65	75	10	60	-15
Learning Gains of Lowest 25%*	70	86	16	53	-33

MATH

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	62	61	-1	67	6
% Making Learning Gains*	60	70	10	63	-7
Learning Gains of Lowest 25%*		69		77	8

WRITING (Essay score of 3.5 and higher)

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	75	89	14	79	-10

SCIENCE

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)		41		36	-5

*** Ways to Make Learning Gains:**

Improve a level - when students improve their FCAT achievement level from one year to the next.

Maintain a level - when students maintain their achievement levels within 3, 4 or 5 from one year to the next.

One year's growth for AL 1 and 2 - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

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Vision/Mission/Belief Statements

Vision:

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 100% of our 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 school staff.

Mission:

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

Belief Statements:

We believe that all children can learn given the environment and opportunity to do so.

SCHOOL IMPROVEMENT PLAN

School Profile/Demographics

School Profile/Demographics:

Polk City Elementary was established in 1926 and is the only school in the city of Polk City (for 81 years), with feeder schools in other communities. Our feeder school for Grades 6-8 is Lake Alfred-Addair Middle. Our feeder school for Grades 9-12 is Tenoroc High School in Lakeland. Our neighborhood, rural school consists of approximately 591 Pre K-5 students from varying socioeconomic and educationally diverse backgrounds. Class sizes range from 18 to 22 with an average of approximately 18. Based on the percentage of students on free and reduced lunch (77%), we qualify for Title I school-wide funding. Student demographics in the area of racial/ethnic groups from our 2007-08 SPAR report for Kindergarten through Fifth grades is: 82.5% White, 2.4% Black, and 11.2% Hispanic, ESE 8.7%, Gender-Female 49.7%, Male 50.3%, and AYP subgroups that have a valid sampling-White 82.5%, Economically Disadvantaged 77%.

Our attendance rate for 21 or more days absent is 9.3% during the 07-08 school year in grades PreK-5. Our retention rate is 2% for grades K-5 during the 07-08 school year.

Our business partners are very supportive by contributing time, money, and resources through their participation in fundraisers, and their attendance at school events such as Great American Teach-In and family nights. Our partners have businesses within walking distance so classes take field trips to them to enrich their classroom curriculum. While we are very proud of our uniqueness to Polk City, we have concerns about not having room for growth at the present time. In addition to our business partners' support, we have an active PTO which provides extra revenue for students' incentives, classroom materials, and school beautification. The PTO board meets monthly, and there are at least two general assemblies to inform parents about activities and budget expenditures.

We are a READING FIRST school, and our reading program is focused on what research says works by incorporating the five components of reading instruction in the classroom. Core and supplemental researched based materials are used to guide instruction and to ensure compliance with the READING FIRST grant. We have expanded our professional development for teachers on how to best teach reading through scientific research-based activities.

Our performance group consists of approximately 270 third through fifth graders who were evaluated using 2008 FCAT SSS Assessments. Using Florida School Grade information, the percentage of students not meeting high standards (Level 3 and above) in our performance group is 28% in reading, 33% in math, and 21% in writing. These students scored Achievement Levels 1 and 2. The percentage of students meeting high standards (Level 3 and above) is 72% in reading, 67% in math, and 79% in writing. When looking at AYP disaggregated data, the following results are noted: in the areas of reading. We exceeded the district Total average by 13%. In math, we were above the district average by 3%. Our economically disadvantaged students exceeded the district in reading by more than 20% and in math 13%. We have met Annual Yearly Progress (AYP) during both the 2006-07 and 2007-08 school years.

Quality Staff

Highly Qualified Certified Administrators:

List your school’s highly qualified administrators and briefly describe their credentials and experience with increasing student academic achievement.

Polk City Elementary is served by an administrative team consisting of a Martin G. Young, Principal, and Sheila Scott, Assistant Principal.

Martin G. Young, Principal, holds a Bachelor’s Degree in early childhood/elementary education and a Master’s Degree in educational leadership, K-12 State Certification includes Principal Certification for all levels, Elementary Education Grades 1-6, and Primary Education Grades K-3. His experience includes 10 years teaching experience and 8 years as a public school administrator. Mr. Young has served as principal at two schools and was instrumental in assisting both achieve and maintain Annual Yearly Progress (AYP) status.

Sheila Scott, Assistant Principal, holds a Bachelor’s Degree in early childhood/elementary education and a Master’s Degree in educational leadership. State certification includes Elementary Education Grades K-6. Her experience includes 17 years teaching experience in private and public education and 3 years experience as a public elementary school administrator. Past experience includes: Title One Facilitator, Success for All Facilitator, Reading First Coach and Professional Developer.

The administrative team at PCE takes an active role in the academic program. The principal is an instructional leader who ensures that the intended, taught, and tested curriculum is aligned with the Florida Sunshine State Standards. He and the assistant principal meet weekly with the "A" Team (A = Administrative Team = Reading Facilitator, Math Facilitator, Writing Facilitator, and Guidance Counselor) to collaborate regarding the instructional program. He assists teachers in the development of their Individual Professional Growth Plan (IPGP) that is based on the needs assessment of the school. He monitors the overall academic growth of the school and provides support for improvement and makes adjustments as needed. He is responsible for the annual evaluations of all staff members. His technology expertise has been very valuable as we strive to improve our computer capabilities. He works closely with our network manager as we implement new technology initiatives.

The administration ensures that the school is safe and orderly, implements the Student Code of Conduct, administers discipline, and also takes care of substitutes and scheduling so that the school day runs smoothly.

Recruitment/Retention of Highly Qualified Teachers:

Polk City Elementary’s Administrative Team (“A-Team”) consists of the Principal, Assistant Principal, Reading Facilitator, Math Facilitator, Writing Facilitator, and Guidance Counselor. These highly qualified teachers work closely with our instructional staff providing support through their observations with feedback, co-teaching (Math and Writing), and helping teachers monitor student achievement. They also work closely with teachers using curriculum maps and skill timelines that they have developed that ensure that tested FCAT skills are covered before the assessments.

In addition to the “A-Team’s” support, new teachers are provided with three days of orientation and information at the district level in the following areas:

1. The Effective Teacher (Accomplished Practices)
2. Classroom Management
3. Lesson Planning, Sunshine State Standards, Webb’s Depth of Knowledge

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- 4. ESE and ESOL Accommodations
- 5. Ethics

The district provides assessment guidelines to evaluate beginning teachers. New Teachers are provided with a school-based peer who communicates with them regularly. Beginning teachers are also involved in completing a comprehensive portfolio developed by our district during their first year. Peer teachers are on staff and have had in-service training in Clinical Supervision as well as other classes.

Each school department (grade levels, paraeducators, etc.) has a team leader who also disseminates information and gives assistance where needed. This approach has encouraged team work and collegial support for all staff members. The person responsible for this portion of the plan is the Assistant Principal.

Staff List:

School Name: Polk City Elementary

District: Polk

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of Years Teaching
ALVARADO, ERIC	Physical Ed (6-12)		Teacher, PE E	Bachelor's	4
ANDREU, LADONNA	Elem Ed (1-6), Guidance and Counseling PK-12, Primary Ed K-3		Counselor E	Master's	11
ARCHIBEE, DIANE	Elem Ed K-6		Teacher, KG	Bachelor's	2
BLANCO, KIMBERLY	Elem Ed K-6, Middle Grades Math 5-9, Foreign Lang-Russian K-1, Foreign Lang-Spanish K-1, ESE		Teacher, VE	Bachelor's	12
BLETHEN, ANN	PreK/Primary Ed		Teacher, Second	Bachelor's	2
BRYANT, CHRISTINE	Elem Ed (1-6), Primary Ed K-3	ESOL	Teacher, First	Bachelor's	11
BURNUP, LOIS	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, First	Master's	30
BYRD, PATSY	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	28
CAIN, BEVERLY	Psychology (7-12), Elem Ed K-6	ESOL	Teacher, Third	Bachelor's	9
CARLSON, MICHELLE	Elem Ed K-6, PreK/Primary Ed, PreK Handicapped En	ESOL	Teacher, Second	Bachelor's	2
CARROLL, ASHLEY	PreK/Primary Ed	ESOL	Teacher, KG	Bachelor's	1
CLARK, KRISTIN	Elem Ed (1-6)		Teacher, Fifth	Bachelor's	24
DEEDS, JANE	Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	35
GILES, TIA	Elem Ed (1-6)		Teacher, Fourth	Bachelor's	1
GRIER, MARILYN	Elem Ed (1-6)	ESOL	Reading Coach, E	Bachelor's	33
HAGAN, TERESA	Elem Ed (1-6)		Teacher, Fifth	Bachelor's	4
HARDEE, SUSIE	Elem Ed (1-6)	ESOL	Teacher, Other	Bachelor's	8
HAY, NANCY	Elem Ed K-6	ESOL	Teacher, Third	Bachelor's	5
JENNINGS, BRITTANY	Elem Ed K-6	ESOL	Teacher, Second	Bachelor's	0
JORDAN, LYN	Elem Ed (1-6)	ESOL	Teacher, Fourth	Master's	23

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KNEELAND, KIMBERLY	PreK/Primary Ed		Teacher, First	Bachelor's	5
LANGE, TINA	Elem Ed (1-6)	ESOL	Teacher, Third	Bachelor's	6
LAPOINTE, MICHELLE	Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	20
LEGG, CARRIE	Elem Ed (1-6), Physical Ed K-8	ESOL	Teacher, Fourth	Bachelor's	12
LOVE, BARBARA	Elem Ed (1-6), Primary Ed K-3	ESOL	Teacher, Fifth	Bachelor's	23
LOVE, MOIRE	Elem Ed (1-6), Educational Media Specialist	ESOL, Gifted	Lib/Med Spec-E	Bachelor's	10
MILLER, CHRISTOPHER	Elem Ed K-6, ESE	ESOL	Teacher, Third	Bachelor's	2
MILLER, JESSICA	PreK/Primary Ed	ESOL	Teacher, KG	Bachelor's	4
ONEAL, SAMANTHA	Elem Ed K-6		Teacher, Fourth	Bachelor's	1
O'STEEN, SUSAN	PreK/Primary Ed/Elem Ed K-6	ESOL	Teacher, KG	Bachelor's	4
PANGBORN, LEIGH	Elem Ed (1-6)	ESOL	Teacher, Fourth	Bachelor's	7
PANNONE, JEFFREY	Elem Ed (1-6)	ESOL	Teacher, Third	Bachelor's	7
PARNOW, BARBARA	Elem Ed K-6	ESOL	Teacher, First	Bachelor's	5
PARSLEY, JANNETJE	Early Childhood Ed, Elem Ed (1-6)		Teacher, First	Master's	26
PLAGE, TERESA	Elem Ed (1-6), Visually Impaired(K- 12),	ESOL, Gifted	Teacher, Gifted	Master's	24
SCHMIDT, COLLEEN	Art (K-12)		Teacher, Art E	Master's	14
SCOTT, SHEILA	Early Childhood Ed, Elem Ed (1-6), Educational Leadership (All Levels)	ESOL	Asst Prin Elem	Master's	19
TANNER, DOROTHY	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, First	Bachelor's	35
TERRY, AMANDA	Elem Ed K-6, Music Ed (7-12)		Teacher, Music E	Bachelor's	2
THOMAS, KRISTIN	Elem Ed K-6	ESOL	Teacher, KG	Bachelor's	4
WESLEY, JEAN	Elem Ed (1-6), Educational Leadership (All Levels), Health K- 12, Physical Ed K- 12, Home Econ. 6- 12, ESE	Athletic Coaching, ESOL	Teacher, VE	Master's	17
WIERSEMA, BRETT	Elem Ed K-6		Teacher, Fifth	Bachelor's	1
WILKINS, JOSHUA	Elem Ed K-6	ESOL K-12	Teacher, Fifth	Bachelor's	6
WILLIAMS, JONI	Elem Ed (1-6)	ESOL K-12	Teacher, Third	Bachelor's	8
WILSON, KIMBERLY	Elem Ed K-6		Teacher, Other	Bachelor's	4
WILSON, LANNIS	Elem Ed (1-6), Primary Ed K-3		Teacher, Combination E	Bachelor's	13
YOUNG, MARTIN	Elem Ed (1-6), Primary Ed K-3, School Principal (All Levels)		Principal-Elem	Master's	18

SCHOOL IMPROVEMENT PLAN

Additional Requirements

Schoolwide Improvement Model

PCE is a Reading First school which is focused on what research says works by incorporating the five components of reading instruction in the classroom. Our core reading program is Harcourt Trophies, and we use supplemental research based materials from Success For All to guide instruction. Success for All is a Comprehensive School Reform Program.

We have also implemented the following components of the Florida Continuous Improvement Model in the areas of needs assessment; disaggregate test data, instructional timeline and focus, assessments, parental involvement and professional development:

1. A school-wide instructional time line in conjunction with a district wide instructional time line for Reading, Writing, Math and Science that are aligned to the Sunshine State Standards.
2. A district-wide time line for quarterly ongoing benchmark assessments in addition to the school based on going assessments with results reported by teacher, grade level, and total school proficiency levels. In the area of reading there is a weekly test for the Skill of the Week which is revisited until student mastery is achieved. DIBELS and curriculum-based assessments and various diagnostic tools are also used as measures of student achievement.
3. A School-wide data analysis of school, district, and state measures is conducted by each classroom teacher for the development of target lists called “hot lists”. Hot lists include students who are at-risk in math, reading, science, and writing.
4. Professional development activities designed through an analysis of FCAT data, and based on teacher input. Appropriate training and follow-up occurs each Wednesday with emphasis on needs in accordance with the Florida Sunshine State Standards.
5. A Title I Parent Compact is used to promote a positive learning environment at school and at home. It is also used to promote parents’ active participation in their child’s education.

The persons responsible for this portion of the plan are administration, Reading Facilitator, Math Facilitator, and the Writing Facilitator.

NCLB Public School Choice

Polk City Elementary believes that communication with families is extremely important. This communication includes but is not limited to the following:

1. Monthly newsletter/calendar (<http://schools.polk-fl.net/polkcite/newsletters.htm>)
2. Student agendas that go home daily
3. EleGrade/WebGrade software for allowing parents internet access to their child’s grades (<https://webgrades.polk-fl.net/Authentication.asp>).
4. ConnectEd (<https://www.blackboardconnect.com>)/EasyCaller software and hardware are used for attendance calls and for transmitting information school-wide, and a Nortel Call Pilot voicemail system when the office is closed.
5. Information is posted and regularly updated on our own school website, the district website, as well as on three large school marquees (schools.polk-fl.net/polkcite & www.polk-fl.net).
6. Parent-School Compacts are shared at Open House and parents sign in acknowledgment of receiving the information.
7. Interim reports are sent home the middle of each nine week period, with report cards going home at the conclusion of each quarter.

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8. Letters are sent home beginning with the January report card explaining the possible retention in students’ present grade.
9. Academic Success Plan (ASP) conferences are held three times per year.
10. We strive to reach 100% of our parents with face to face conferences.

Public School Choice Notice to Parents

N/A

Notification of SINI Status

N/A

Preschool Transition (elementary schools only)

The curriculum that is used in our county-wide Pre-K program is Pre-K School Readiness. Some of the highlights that are embedded in this program are a great support to the transition into our kindergarten program.

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

During the school year, in Pre-K, there are at least three 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 Roundup. 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.

Teacher Mentoring

The district has developed a qualification screening process that then provides us with a list of certified, qualified, and highly qualified candidates. During the hiring process of possible staff members, the administration includes resource teachers, a current grade level representative or the grade level team to question applicants to determine highly qualified status.

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The Reading/Math/Writing Mentor Coaches will assist the administrative staff in the development of a school-wide Professional Development Plan to include differentiated professional development activities based on individual teacher needs. The Reading/Math/Writing Mentor Coaches will facilitate the mentoring/coaching initiative at the school level for new teachers.

1. Mentors create a non-threatening relationship with all teachers.
2. Resource teachers maintain accountability with observation checklists.
3. New teachers are connected with support personnel throughout the school to provide for individual and/or group needs.
4. A nurturing, supportive and confidential work environment is created for new teachers, always providing positive/constructive feedback in a timely manner; feedback can be oral or written.
5. New teachers are provided classroom coverage periodically on an as needed basis to observe peer teachers.

Low performing teachers are identified by analyzing test data such as FCAT, SAT/10, DIBELS, Kaplan Assessments, and school-wide on going assessments. Low performing teachers are then provided additional support from resource teachers, administration and district professional development training sessions. Peer teachers will invite low performing teachers to observe successful teaching strategies.

Teachers new to Polk City Elementary are assigned a Peer Teacher to work with him/her throughout the first year, and they are as follows:

<u>New Teachers</u>	<u>Peer Assignments</u>
1. Jessica Miller (K)	Susan O’steen
2. Nell Parsley (1)	Dorothy Tanner
3. Brittany Jennings (2)	Patsy Byrd
4. Michelle LaPointe (2)	Patsy Byrd
5. Joshua Wilkins (5)	Kris Clark

Our teachers new to Polk County attended the Teacher Induction Program Seminar (TIPS). TIPS includes instruction in the following topics:

- The Effective Teacher (Accomplished Practices)
- Classroom Management
- Lesson Planning, Sunshine State Standards, Webb’s Depth of Knowledge
- ESE and ESOL Accommodations
- Ethics

First year teachers are required to attend two district organized follow up FLIGHT 1 sessions after they begin teaching in the classroom. Flight 1 sessions are focused around a different topic each month. New teachers choose sessions according to interest and need. The sessions are structured in small group format utilizing National Board Certified Teachers as the discussion leaders.

Each school department (grade levels, paraprofessionals, etc.) has a team leader/grade chair who also disseminates information and gives assistance where needed. This approach has encouraged team work and collegial support for all staff members. Expectations of new staff members’ mirrors that of all returning staff with an emphasis placed on the acquisition of our methods and means of curriculum delivery in alignment with the established curriculum guides. Retention of the new staff members will be determined by their dedication to the students, curriculum delivery, adequate acquisition of skills, student achievement and response indicated on the Intent to Return forms.

Teacher Mentoring List

School Name: Polk City Elementary

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Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Susan Osteen	DIBELS	Jessica Miller	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Dorothy Tanner	DIBELS	Nell Parsley	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Patsy Byrd	SAT/10	Brittany Jennings	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Patsy Byrd	SAT/10	Michelle LaPointe	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Kris Clark	FCAT	Joshua Wilkins	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)

Extended Learning Opportunities

Extended learning tutoring in reading, math, and writing will be provided for students who have an Academic Success Plan (ASP), including low socio-economic students. Our curriculum for third, fourth, and fifth will include reading and math technology-based programs.

Programs used for Reading Tutoring

- Fast Track Phonics (<http://www.successforall.com/elementary/fasttrack.htm>)
- Success For All Roots Lessons (<http://www.successforall.com/elementary/readingroots.htm>)
- Harcourt Trophies Remediation Materials (<http://www.harcourtschool.com/menus/preview/trophies/preview.html>)
- Scholastic Reading Assessment (SRA)
- Soliloquy (<http://www.soliloquylearning.com>)
- Scholastic Social Studies/Science
- Steck-Vaughn

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Programs used for Math Tutoring

- Scott Foresman (<http://www.sfscience.com/index.htm>)
- Compass Lab/Odyssey (<http://www.compasslearning.com/>)
- Libby Pollett: Calendar Math & Number Literacy (<http://www.bbypublications.com/>)
- Stephanie Pasley’s Math Party (<http://www.themathparty.com/>)

For progress monitoring, regular reports will be generated and reviewed by the administration and “A Team” throughout the program. Writing tutoring for at-risk fourth graders will follow our school-wide writing plan based on Kathy Robinson’s curriculum. The writing prompts will be evaluated by teachers on a regular basis in order to determine appropriate planning for tutoring sessions. Students with ASPs in second grade will have tutoring in reading in the areas of phonics and fluency. Third grade students with ASPs will have a strong emphasis in fluency. Students will be monitored through their class work during the school day where their application of skills can be determined. Communication will also take place between the extended learning teachers and the homeroom teachers through the "A-Team" (Instructional Coach, Math Facilitator, and Title I Program Facilitator/Writing Resource). All tutoring will be provided by highly qualified teachers. Results will be demonstrated with gains in the developmental scale scores on FCAT and percentage point gains on SAT/10 by comparing the 2008 state test to the 2009 state test.

Our formative evaluation tools are as follows:

- FCAT
- SAT/10
- Kaplan
- PCE (Polk City Elementary) on-going assessments
- DIBELS

Summer Reading Camp is provided by the district at a neighboring school. This camp is for all third grade students who score below Level 2 in reading on the FCAT. At the end of summer camp, students are provided another opportunity to be promoted to the fourth grade by scoring at the 45th percentile or higher on a norm-referenced test or by meeting the portfolio requirements. Enrichment activities are offered after school for all of our students, which include Chess Club, Chorus, News Team, and Runner’s Club. These activities are under the direction/leadership of teachers and staff. By providing these enrichment opportunities, we are meeting the needs of all students on both ends of the spectrum - those who are at risk and those who need a challenge.

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Reading

Needs Assessment:

Data from the 2008 FCAT was collected and analyzed to determine areas of focus. Seventy-two percent of students in grades 3, 4, and 5 met high standards of level 3 or above. Academic Yearly Progress (AYP) was met with 67% proficient above the state requirement of 58%. The subgroup of economically disadvantaged students scored at 65% proficient which is above the 58% state target.

- 60% of grades 3, 4, and 5 made learning gains
- 53% of the lowest 25% made progress
- 49% of First Grade scored above 50% on SAT/10
- 58% of Second Grade scored above 50% on SAT/10
- 22% of Third Grade scored at FCAT level 1 & 2
- 37% of Fourth Grade scored at FCAT level 1 & 2
- 24% of Fifth Grade scored at FCAT level 1 & 2

An analysis of Reading Clusters indicated the following weak areas by grade level when compared to the district and state results:

Main Idea/Purpose, Comparisons, Reference/Research – 4th Grade

Objective:

1. By Spring of 2009, 70% of total students will be at Achievement Level 3 or above in Reading as evidenced by the Annual Yearly Progress Report.

2. By Spring of 2009, 80% of all students per grade level will make Reading learning gains as evidenced by:
 - 1st Grade – DIBELS (increase in instructional level)
 - 2nd Grade – SAT 10 (increase in NCE from prior year)
 - 3rd Grade – Attainment of Achievement Level 3 or higher (Not necessarily Learning Gains but movement towards proficiency)
 - 4th – 5th Grade – FCAT Learning Gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)

Strategies:

The administration and reading facilitator will monitor the implementation of the reading program that includes the following beginning in August, 2008:

1. Assess and regroup students every nine (9) weeks to create multiage, cross-graded instructional levels.
2. Include an additional 30-minute time frame directly following the 90-minute reading block for immediate, intensive intervention (iii) and literacy centers in a homogeneous setting.
3. Integrate FCAT reading comprehension skills following a school wide skill focus.

“Polk City Elementary School” – 2008-2009

4. Continue program in Kindergarten using the Success For All KinderCorner structure (http://www.successforall.com/early/early_kindercorner.htm).
5. Include Kagan Cooperative Learning structures (<http://www.cooperativelearning.com/>).
6. Include Accelerated Reader as a school-wide reading incentive (<http://www.renlearn.com/ar/>).
7. Include ESE students in the 90-minute leveled reading classes.
8. Provide extended learning opportunities for low performing students with Academic Support Plans (ASP) in reading.
9. Continue implementation of Learning Focus/Curriculum Maps in compliance with district and state standards (<http://publish.learningfocused.com/997828>).

The administration and reading facilitator will be responsible for the implementation of “skill-of-the-week” strategies/focus skills (determined from Kaplan & FCAT results) will be from August 2008 - June 2009. Quarterly placement assessments will be given every nine (9) weeks for progress monitoring.

Evaluation:

Student achievement will be measured with formative assessments including DIBELS results, Kaplan assessment, Harcourt assessments, PCE on-going assessments, and teacher-constructed assessments. This on-going assessment data will be discussed at Grade Level meetings at the end of each nine-week period. Summative assessments will include: FCAT SSS / SAT-10 2009.

Evidence-Based Program:

Success For All - our program guide – (<http://www.successforall.com/elementary/index.htm>)
SFA KinderCorner (http://www.successforall.com/early/early_kindercorner.htm)
SFA Fast Track Phonics (<http://www.successforall.com/elementary/fasttrack.htm>)
Kaplan, Spell Read (<http://www.spellread.com/a/publish/homepage.shtml>)
Kagan Cooperative Learning (<http://www.cooperativelearning.com/>)
Soliloquy (<http://www.soliloquylearning.com>)
Compass/Odyssey (<http://www.compasslearning.com/>).

Professional Development Aligned with this Objective:

Train teachers in the Success For All process using Harcourt Trophies materials:
The delivery mechanism of the training will be school-based in-service training with reading facilitator and/or SFA consultants in August 2008. Professional development instructional methods applied will include lecturette, skill practice with feedback, and embedded on-going coaching provided weekly by the reading facilitator. The evaluation of the training will involve the participants completing a school-based evaluation format at the completion of the program activities, and discussing the relevance with the principal during planning, interim, and summary reviews concerning the Individual Professional Growth Plan (IPGP). The monitoring of this professional development initiative will be documented using sign-in sheets, Individual Professional Growth Plan processes (IPGP), and Success For All (SFA) site visits. The follow-up of the training will involve lesson plan analysis, direct observation and support from the reading facilitator, weekly component meetings, and feedback from SFA consultants during site visits. Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of summative FCAT data and formative DIBELS results, Kaplan assessments, and Teacher-constructed assessments.

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Train teachers to implement Kagan strategies:

The delivery mechanism of the training will be district in-service training. Professional development instructional methods applied will include lecturette, Skill Practice with Feedback, Guided Practice, and Independent Practice. The evaluation of the training will involve participants completing the district in-service form and IPGP processes. The monitoring of this professional development initiative will be documented using district Sign-In Sheets and IPGP processes. The follow-up of the training will involve lesson plan analysis, direct observation, and Kagan Structure-A-Month (SAM) meetings. Evaluation of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of summative FCAT data and formative DIBELS results, Kaplan assessments, and Teacher-constructed assessments.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Sources	Available Amount	
Success For All, Harcourt Trophies	Title I & Text Funds	0	
Reading First, Kaplan Spell Read	District Funding	0	
Accelerated Reader Enterprises	Internal Accounts	0	
Extended Learning	District Funding	0	

Technology			
Description of Resources	Funding Sources	Available Amount	
Success For All Alphies' Alley	Title I	0	
Compass / Odyssey	Technology Funds	0	
AR (Accelerated Reader) Enterprises	Internal Accounts	1,141.00	
SmartBoards & Document Cameras	District & Internal	3,500.00	

Professional Development			
Description of Resources	Funding Sources	Available Amount	
Success For All	Title I	\$10,000.00	
Differentiated Instruction	Title I	0	
Reading in the Content Areas	Title I	0	

People, Other			
Description of Resources	Funding Sources	Available Amount	
Reading Coach	Title I District	0	
3 Inst. Paraeducators	Title I	45,615.00	
Extended Learning	District Funding	0	
DIBELS, DAR, Peabody, STaR	School Budget	0	
Scholastic Reading Inventory (SRI)	School Budget	0	
Kaplan	District Funding	0	
Student Agendas	District FLEX Funding	5,000.00	

Non-Highly Qualified Certified Out-of-Field Instructors

At Polk City Elementary School all teachers are highly qualified or within compliance with the ESOL timeline.

All teachers teaching reading and paraeducators (highly qualified through rigorous district standards) assigned to assist with reading are trained through regularly planned professional development in Success for All Reading and Reading First, which is either delivered through SFA consultants, the reading facilitator, or the district/state (Reading First Academies).

Follow-up to the training includes weekly component meetings with the reading coach. The teachers and paraeducators have also received training (DIBELS and Peabody) on how to interpret test data for each of the students for whom they are responsible.

SCHOOL IMPROVEMENT PLAN

Math

Needs Assessment:

In 2008, 67% of the students in grades 3-5 scored at FCAT Level 3 and above. Of those students, 5th grade had 56% scoring at FCAT Level 3 and above on FCAT SSS Math. Academic Yearly Progress (AYP) was met with 62% of our Total proficient meeting the state requirement of 62%. The subgroup of economically disadvantaged students scored at 63% proficient, which is above the 62% state target for AYP.

- 41% of First Grade scored above 50% on SAT/10
- 67% of Second Grade scored above 50% on SAT/10
- 17% of Third Grade scored at FCAT level 1 & 2
- 38% of Fourth Grade scored at FCAT level 1 & 2
- 44% of Fifth Grade scored at FCAT level 1 & 2

An analysis of Math Clusters indicated the following weak areas by grade level when compared to the district and state results:

Number Sense - Grades 3, 4, & 5

Data Analysis & Geometry - Grade 4

Analysis of data shows that we need to research math strategies to improve math problem solving performance which involves short and extended response questions in 5th grade as well as continuing to monitor the performance data of our current 5th grade in order to increase Learning Gains.

Objective:

1. By Spring of 2009, 68% of total student population will be at Achievement Level 3 or above in Math as evidenced by the Annual Yearly Progress Report.

Elementary:

1. By Spring of 2009, 80% of all students per grade level will make Math learning gains as evidenced by:
 - 1st Grade – SAT 10 (increase in NCE from prior year)
 - 2nd Grade – SAT 10 (increase in NCE from prior year)
 - 3rd Grade – Attainment of Achievement Level 3 or higher (Not necessarily Learning Gains but movement towards proficiency)
 - 4th – 5th Grade – FCAT Learning Gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2)

Strategies:

1. Review, revise, and align math curriculum with the new Next Generation Sunshine State Mathematics Standards and the old Math Sunshine State Standards, including Kaplan Assessments, ongoing assessments and math pre/post tests, using Learning Focus Maps in compliance with district standards.
2. Conduct quarterly implementation checks of the math program providing professional encouragement and creative approaches such as incorporating math manipulatives to meet the needs of all teachers and students.

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3. Utilize bby Publications calendar math/number literacy activities and provide training for new teachers to increase student achievement.
4. Introduce a math incentive program for students in grades 3-5 demonstrating math gains on Kaplan assessments and/or on-going math assessments.
5. Plan extended sessions to work with targeted math students in grades 1-5.
6. Teach test-taking strategies for FCAT Math data improvement using Scott Foresman and other grade appropriate materials.
7. Utilize Math Party in music classes for grades 3 – 5.

The administration and Math Facilitator will be responsible for the implementation of these strategies from August 2008 – June 2009. Kaplan and PCE on-going assessments will each be given three times/quarterly for progress monitoring of the state standards.

Evaluation:

Students in grades 1-5 will take mathematics Kaplan assessments and/or ongoing assessments, covering all five (5) math strands, each nine (9) weeks. This Kaplan and ongoing assessment data will be discussed at grade level meetings at the end of each nine week period. Students in grades 2-5 will take a pre/post math test for each of the five (5) math strands. Ongoing assessments and pre/post tests will be created using Scott Foresman Test Generator. Proficiency will be met at 75% mastery of math skills. Student achievement on the 2009 SAT 10 and FCAT Math will be analyzed to determine strengths and weaknesses. Summative assessments will include: FCAT SSS and SAT 10 2009.

Evidence-Based Program:

Scott Foresman Math series (<http://www.mathsurf.com/>)
bby math materials (<http://www.bbypublications.com/>)
Compass Learning Odyssey (<http://www.compasslearning.com/>)
Dr. Stephanie Pasley – Math Party (<http://www.themathparty.com/>)

Professional Development Aligned with this Objective:

The delivery mechanism of the training will be District and School-based in-service training with Professional Development instructional methods applied to include lecturette, Skill Practice with Feedback, and Embedded On-Going Coaching provided by the Math Facilitator. The evaluation of the training will involve the participants completing an evaluation form at the completion of program activities, and discussing the relevance of the training with the principal during planning, interim, and summary reviews concerning the Individual Professional Growth Plan (IPGP). The monitoring of this professional development initiative will be documented using Sign-in Sheets, Individual Professional Growth Plan (IPGP) processes, and classroom observations. The follow-up of the training will involve lesson plan analysis, direct observation and support from the Math Facilitator, and feed back from the bby consultant. Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of summative FCAT Data, District Assessments, and teacher-constructed assessments.

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Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Sources	Available Amount
Scott-Foresman Math, bby Math materials	Textbook, Title I	0
Extend Learning	District Funds	1,500.00

Technology		
Description of Resources	Funding Sources	Available Amount
Compass / Odyssey	Title I, PTO	100.00
SmartBoards & Document Cameras	District, Tech, Intern	3,500.00

Professional Development		
Description of Resources	Funding Sources	Available Amount
Scott-Foresman Math	Title I, Text, Flex	0
bby Math	Title I	4,000.00

People, Other		
Description of Resources	Funding Sources	Available Amount
Math Facilitator	Title I	43,497.00
Compass / Odyssey	Title I	0
bby Math Consultant and materials		2,000.00

Non-Highly Qualified Certified Out-of-Field Instructors

At Polk City Elementary School all teachers are highly qualified or within compliance with the ESOL timeline.

All teachers and paraeducators (highly qualified through rigorous district standards) teaching math assigned to assist with math are trained through regularly planned professional development in alignment with the math strands and bby Math, which is either delivered through consultants, the math coach, or the district/state (Math Academies, summer institute).

Follow-up to the training includes weekly component meetings with the reading coach. The teachers and paraeducators have also received training on how to interpret test data for each of the students for whom they are responsible.

SCHOOL IMPROVEMENT PLAN

Writing

Needs Assessment:

On the 2008 School Grade report for FCAT Writes, 79% of the students tested in fourth grade wrote proficiently at a 3.5 or above. The Annual Yearly Progress (AYP) documentation indicates that our students demonstrated writing improvement by increasing 1% from 93% to 94% of the students tested in fourth grade wrote proficiently at a 3.0 or above. An analysis of data indicates that students wrote with a combined average for Narrative and Expository at 3.8 which matched the state and district combined average of 3.8 on the 2008 FCAT Writes+.

Objective:

By Spring, of 2009, 95% of 4th Grade students will be at an Essay score of 3.0 or above in Writing as evidenced by the AYP report.

By Spring, of 2009, 90% of 4th Grade students will be at an Essay score of 3.5 or above in Writing as evidenced by the School Grade report.

Strategies:

1. Include a daily, 60 minute+ writing block in third and fourth grade.
2. Provide training for new teachers in Kathy Robinson writing strategies.
3. Align PCE’s school-wide writing curriculum to district curriculum maps.
4. Provide writing tutoring sessions to work with targeted third and fourth grade students.
5. Introduce keyboarding skills to intermediate grades using The Writer Learning System.
5. Utilize “Details and Elaboration” Kathy Robinson materials to enhance elaboration in grades 3-4.
6. Provide a parent workshop in writing strategies.
7. Make use of Kathy Robinson’s “Just Writes” writing curriculum for grades 1-4.
8. Provide Kathy Robinson Writing training for first - fourth grade teachers.
9. Utilize “Just Write a Sentence” Kathy Robinson materials to enhance sentence structure in grades 1-3.

The administration and Writing Facilitator will be responsible for the implementation of these strategies during the 2008 - 2009 school year. Quarterly assessments will be given in August 2008, October 2008, and January 2009; and March and May 2009, for progress monitoring.

Evaluation:

Formative Assessments include assessments each nine weeks. Assessments will be scored on a grade level rubric of 6 points. Proficiency will be a 3 or higher for grades K-3 and a 4 or higher for grades 4-5. Students will also be evaluated on weekly “demand writes” at least four times per nine weeks grading period. Summative Assessment will be 2009 FCAT Writes+.

Evidence-Based Program:

Professional Development Aligned with this Objective:

The delivery mechanism of writing training will be in-service training with consultant Kathy Robinson. The consultant will provide ten (10) in-service trainings. Professional development instructional methods applied will include lecturette, skill practice with feedback, guided practice, independent practice, and embedded on-going coaching will be provided by the writing facilitator. The evaluation of the training will involve the participants completing an evaluation form developed by the consultant, and discussing the relevance of the training with the principal during planning, interim, and summary reviews concerning the Individual Professional Growth Plan (IPGP). The monitoring of this professional development initiative will be documented using workshop agenda, and Individual Professional Growth Plan (IPGP) processes. The follow-up of the training will involve lesson plan analysis, and direct observation and support from the writing facilitator, including school-based in-service. Evaluations of this professional development intervention on student achievement will be demonstrated through an analysis of summative FCAT data, formative ongoing assessments, and teacher-constructed assessments.

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Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Sources	Available Amount
Kathy Robinson "Just Writes"	Title I	0
Extended Learning	District Funds	0

Technology		
Description of Resources	Funding Sources	Available Amount
Compass / Odyssey	Technology	0
SmartBoards & Document Cameras	District & Internal	0

Professional Development		
Description of Resources	Funding Sources	Available Amount
Kathy Robinson "Just Writes"	Title I	5,000.00
Compass / Odyssey	District Funds	0

People, Other		
Description of Resources	Funding Sources	Available Amount
Program / Writing Facilitator	Title I	37,823.00

SCHOOL IMPROVEMENT PLAN

Science

Needs Assessment:

In 2008, 5th graders scored a mean score of 297 on the Science FCAT, which was below the district score of 299 and below the state score of 310. The percent of students that scored at level 3 or above was 36%. An analysis of science data indicated a weakness in the area of physical/chemical sciences, earth and space sciences and life/environmental sciences.

Objective:

By Spring of 2009, 45% of 5th grade students will be at Achievement Level three or above in Science as evidenced by the School Grade report.

Strategies:

1. All students will receive instruction in the state adopted Harcourt Science materials, supplemented with Kagan Cooperative Learning strategies.
2. Provide eight (8) sessions of Mad Science Training and materials for fifth grade teachers.
3. Align the PCE school-wide Science curriculum per grade level using curriculum maps in compliance with district and state standards.
4. Focus on strategies to improve Science instruction.
5. Provide Science training for new teachers.
6. Integrate non-fiction reading into science curriculum.
7. Kaplan Science Assessment 3 times: baseline, mid-year and end-of-year

• Staff members responsible for science strategies are as follows: Administration, support staff, and classroom teachers.

Evaluation:

Students in grade 5 will take the Kaplan Science Assessment 3 times: baseline, mid-year and end-of-year. Proficiency will be met at 75% mastery of science skills. Students will take an on-going assessment test each nine (9) weeks. This on-going assessment data will be discussed at Grade Level meetings at the end of each nine-week period. Proficiency will be met at 75% mastery of science skills. Student achievement on the 2009 FCAT fifth grade science will be analyzed to determine strengths and weaknesses. Summative assessments will include: FCAT SSS 2009 in the area of science.

Evidence-Based Program:

Harcourt Science Program (<http://www.sfscience.com/index.htm>)

Kagan Cooperative Learning Strategies (<http://www.cooperativelearning.com/>)

Mad Science Program (<http://www.madscience.com/>)

Professional Development Aligned with this Objective:

The delivery mechanism of the Kagan training will be district in-service training. Professional development instructional methods applied will include lecturette, Skill Practice with Feedback, Guided Practice, and Independent Practice. The evaluation of the training will involve participants completing the district in-service form and IPGP processes. The monitoring of this professional development initiative will be documented using district sign-in sheets and IPGP processes. The follow-up of the training will involve lesson plan analysis, direct observation, and Kagan Structure-A-Month (SAM’s Club) meetings. Evaluation of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of summative FCAT data and formative PCE on-going assessments.

The delivery mechanism of the staff and parent training will be school based in-service at in-service meetings and parent meetings. The monitoring of this professional development initiative will be documented using sign-in sheets and IPGP processes. The follow-up of the training will involve lesson plan analysis, direct observation, and embedded on-going coaching. The evaluation of the training will involve participants completing PCE’s evaluation form. Evaluation of the effect of the training intervention on student achievement will be demonstrated through an analysis of FCAT SSS 2009 data and other school-based formative assessments.

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Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Sources	Available Amount
Harcourt Science, Mad Science	Text Funds, Title I	0

Technology		
Description of Resources	Funding Sources	Available Amount
Compass / Odyssey	PTO / Title I	50.00

Professional Development		
Description of Resources	Funding Sources	Available Amount
Mad Science, Facilitator	Title I	5,000.00

People, Other		
Description of Resources	Funding Sources	Available Amount
Success For All Science Non-Fiction Books	Title I	0

Highly Qualified Certified Out-of-Field Instructors

At Polk City Elementary School all teachers are highly qualified or within compliance with the ESOL timeline.

SCHOOL IMPROVEMENT PLAN

Parental Involvement

Goal: Parental/Family Involvement Programs

Needs Assessment:

Based on 2006 - 2007 data from Parent and Staff Surveys:

	<u>06-07</u>	<u>07-08</u>	<u>+/-/=</u>
Annual Parent Meeting	54%	42%	- 12%
Parent Teacher Conferences	80%	79%	- 1%
Signed Compacts	92%	73%	- 19%

Objective:

PCE will increase by 3% parental/family involvement and parent/family communication as measured by percent of parents attending the Annual Parent Meeting by September 2008, percent of compacts signed, percent of face-to-face parent/teacher conferences, and the percent of parents attending family involvement parent workshops through June 2009.

Strategies:

1. Ensure daily teacher parent communication through use of student agendas.
2. Teachers will conduct a positive phone call in August 2008 and January 2009.
3. Schedule and conduct parent conferences with 100% of the PCE students by October 31, 2008.
4. Include compact signing/discussion by parent, student, and teacher at annual parent meeting, and at each parent conference.
5. Communicate school events via school marquee, school web page (schools.polk-fl.net/polkcity), agendas, monthly school newsletter, bulletin board, flyers, phone calls through ConnectEd/EasyCaller, individual student labels, and other means of teacher/parent communication.
6. Schedule annual parent meeting in September 2008, to address Title I concerns, parent involvement, and curriculum.
7. Program facilitator will conduct Family Fun Nights, Movie Nights, Dollar Dinner Nights, Curriculum Workshops (scheduled during the day/small group, and evening): Math, Reading, Writing throughout the 08-09 school year.
8. Each grade level will conduct a parent curriculum night.
9. Program facilitator will attend the Family Involvement Conference.
10. Present Families Building Better Readers
11. Provide Discipline workshops including Discipline with Love & Logic

The administration and Program facilitator will be responsible for the implementation of these strategies from August 2008 - June 2009.

Evaluation:

Sign-in sheets for school events, parent evaluations, annual parent surveys, conference logs, and compact logs will assist in determining our increase in Parental Involvement.

Evidence-Based Program:

Families Building Better Readers

Success For All Solutions Team (Family Involvement) (<http://www.successforall.org/elementary/solutions.htm>)

Compass Learning (<http://www.compasslearning.com/>)

Professional Development Aligned with this Objective:

The professional development intervention will focus on providing staff training on parent teacher conferencing and required Title I documentation. The delivery mechanism will be school-wide in-service. Instructional methods applied by the program facilitator will include lecturette and embedded on-going Coaching. The evaluation of the quality of training by participants will involve the use of school evaluation form. The program facilitator will monitor the integrity of this activity, and project completion will be the method used to determine application of the training. The evaluation of the effect of this intervention on student achievement will be an analysis of on-going assessment data.

“Polk City Elementary School” – 2008-2009

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Sources	Available Amount
Success For All - Solutions	Title I	0

Technology		
Description of Resources	Funding Sources	Available Amount
Copy Machine & Laser Printer	Title I	500.00

Professional Development		
Description of Resources	Funding Sources	Available Amount

People, Other		
Description of Resources	Funding Sources	Available Amount
Mailings, postage, labels, newsletters, family		1,600.00
Photos and family night supplies		

“Polk City Elementary School” – 2008-2009
SCHOOL IMPROVEMENT PLAN

Return on Investment

Goal: **Return on Investment**

Needs Assessment:

Polk City Elementary’s percentile ranking is currently at 75%. The highest ROI value in the state is 67% (<http://roi.fldoe.org> based on the 06-07 Return on Investment [ROI] Index relating financial resources spent at the school level with student performance).

Objective:

Polk City Elementary will continue to maintain percentile ranking, and/or increase it to exceed the state ROI percentile.

Strategies:

Strategies that Polk City Elementary will continue to use to maintain/improve annual learning gains:

- Use student data analysis to find or construct effective educational strategies that fit the needs of students and staff.
- Maintain the identity of the lowest quartile students early in the year and provide additional assistance for them.
- Provide strategies to parents to parents during informative workshops for their student’s academic improvement through family involvement programs.
- Continue to provide high quality teacher professional development and monitor its implementation
- Strategies to lower the cost per weighted full time equivalent (FTE) student:
 - Reallocate school resources to better implement teaching, learning and class-size mandates
 - Use purchased programs effectively and increase student participation
 - Utilize school and district in-service training

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine Return on Investment (ROI) Index using the 07-08 data.

Evidence-based Programs: See core subject area goals/objectives

Professional Development: See core subject area goals/objectives

SCHOOL IMPROVEMENT PLAN

SAC Members

Yes No **The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?**

Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance).

Member’s Name, Position

Signature (See SAC Signature.pdf)

- 1) Martin G. Young, Principal _____
- 2) Sheila Scott, Vice Principal _____
- 3) Joy Grier, Reading Facilitator _____
- 4) Kimberly Wilson, Writing Facilitator _____
- 5) Lannis Wilson, Math Facilitator _____
- 6) Johanna Cobb, PTO President _____
- 7) Donna Tracy, PTO Vice President _____
- 8) Barbara Love, 5th Grade Teacher _____
- 9) Dysce Hall, Custodial Foreman _____
- 10) Katrina Taylor, SAC Secretary _____
- 11) Samantha Denault _____
- 12) Kim Fudge, Parent Member _____
- 13) Miriam Padilla, Community Member _____
- 14) Tim Ketchum, Parent _____
- 15) Ann Blethen, 2nd Grade Teacher _____
- 16) Lisa Dwulat, Parent _____
- 17) Dorothy Dowd, Parent _____
- 18) Sac Member’s Name _____
- 19) Sac Member’s Name _____
- 20) Sac Member’s Name _____

School Advisory Council

Describe the activities of the School Advisory Council.

The School Advisory Council of Polk City Elementary School is comprised of the following: 47.37% school based employees, and 52.63% community-based. The total SAC membership is a direct reflection of the student population in regards to ethnic groups – 82.44% White, 5.02% Black, 10.54% Hispanic, and 2.01% Other. Each year the principal provides an orientation for new SAC members during the first meeting of the year. We have published By-Laws which are adhered to by the committee. SAC members are elected by their respective peer groups at the school in a fair and equitable manner as follows: Teachers and education support staff elect same, and parents elect parents.

The dates for the SAC meetings are set at the first meeting of the year. Postcards are sent a week in advance to notify members of upcoming meetings or date changes. The meetings are led by the SAC chair, principal, and assistant principal. There is a formal reading of the minutes by the secretary.

The principal provides information and testing data to the SAC and seeks input from them in order to revise, implement, and evaluate the School Improvement Plan (SIP). Members assist in the decision making and approval of expenditures of District Lottery Funds and School Recognition Funds, as well as reviewing the school budget. There is money available in the school budget for SAC related expenditures such as postage, and printing. At our most recent SAC meeting, each member designated an area of interest and was encouraged to ask questions and give input to our math, reading, writing/family involvement facilitators.

"Polk City Elementary School" – 2008-2009

SCHOOL IMPROVEMENT PLAN

Final Budget

Budget:

Evidence-Based Program(s)/Material(s)	Description of Resources	Funding Source	Available Amount
Success For All	Program	Title I	0
Kathy Robinson "Just Writes"	Materials	Title I	\$500.00
Scott Foresman Math, bby Math	Program	Text / Title I	0
Mad Science	Program	Title I	0

Technology			
Description of Resources	Funding Source	Available Amount	
Compass/Odyssey	District & PTO Funds	\$200.00	
Accelerated Reader	Internal	\$1,141.00	

Professional Development			
Description of Resources	Funding Source	Available Amount	
Success For All Reading Program	Title I	\$10,000.00	
Kathy Robinson "Just Writes"	Title I	\$5,000.000	
bby Math consultant	Title I	\$4,000.00	
Mad Science	Title I	\$5,000.000	

Other			
Description of Resources	Funding Source	Available Amount	
Math Facilitator	Title I	\$43,497.00	
Reading Facilitator	Title I	\$45,615.00	
Program / Writing Facilitator	Title I	\$37,823.00	
Family Support	Title I	\$2,100.00	
SmartBoards & Document Cameras	District & Tech Funds	\$7,000.00	
Student Agendas	Flex Funds	\$5,000.00	

“Polk City Elementary School” – 2008-2009
SCHOOL IMPROVEMENT PLAN
Implementation Evaluation

Implementation Evaluation:

Polk City Elementary will work to achieve adequate progress from August 2008 to June 2009, by maintaining our reading achievement level and increasing our math, science and writing achievement levels to meet or exceed the district and state averages, with a focus on the achievement of adequate progress of the lowest 25% in the area of mathematics. If a preponderance of evidence indicates improvement from previous data, adequate progress will have been made.

“Polk City Elementary School” – 2008-2009

STAFF LIST

School Name: Polk City Elementary

District: Polk

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of Years Teaching
ALVARADO, ERIC	Physical Ed (6-12)		Teacher, PE E	Bachelor's	4
ANDREU, LADONNA	Elem Ed (1-6), Guidance and Counseling PK-12, Primary Ed K-3		Counselor E	Master's	11
ARCHIBEE, DIANE	Elem Ed K-6		Teacher, KG	Bachelor's	2
BLANCO, KIMBERLY	Elem Ed K-6, Middle Grades Math 5-9, Foreign Lang-Russian K-1, Foreign Lang-Spanish K-1, ESE		Teacher, VE	Bachelor's	12
BLETHEN, ANN	PreK/Primary Ed		Teacher, Second	Bachelor's	2
BRYANT, CHRISTINE	Elem Ed (1-6), Primary Ed K-3	ESOL	Teacher, First	Bachelor's	11
BURNUP, LOIS	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, First	Master's	30
BYRD, PATSY	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	28
CAIN, BEVERLY	Psychology (7-12), Elem Ed K-6	ESOL	Teacher, Third	Bachelor's	9
CARLSON, MICHELLE	Elem Ed K-6, PreK/Primary Ed, PreK Handicapped En	ESOL	Teacher, Second	Bachelor's	2
CARROLL, ASHLEY	PreK/Primary Ed	ESOL	Teacher, KG	Bachelor's	1
CLARK, KRISTIN	Elem Ed (1-6)		Teacher, Fifth	Bachelor's	24
DEEDS, JANE	Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	35
GILES, TIA	Elem Ed (1-6)		Teacher, Fourth	Bachelor's	1
GRIER, MARILYN	Elem Ed (1-6)	ESOL	Reading Coach, E	Bachelor's	33
HAGAN, TERESA	Elem Ed (1-6)		Teacher, Fifth	Bachelor's	4
HARDEE, SUSIE	Elem Ed (1-6)	ESOL	Teacher, Other	Bachelor's	8
HAY, NANCY	Elem Ed K-6	ESOL	Teacher, Third	Bachelor's	5
JENNINGS, BRITTANY	Elem Ed K-6	ESOL	Teacher, Second	Bachelor's	0
JORDAN, LYN	Elem Ed (1-6)	ESOL	Teacher, Fourth	Master's	23
KNEELAND, KIMBERLY	PreK/Primary Ed		Teacher, First	Bachelor's	5
LANGE, TINA	Elem Ed (1-6)	ESOL	Teacher, Third	Bachelor's	6
LAPOINTE, MICHELLE	Elem Ed (1-6)	ESOL	Teacher, Second	Bachelor's	20
LEGG, CARRIE	Elem Ed (1-6), Physical Ed K-8	ESOL	Teacher, Fourth	Bachelor's	12
LOVE, BARBARA	Elem Ed (1-6), Primary Ed K-3	ESOL	Teacher, Fifth	Bachelor's	23

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LOVE, MOIRE	Elem Ed (1-6), Educational Media Specialist	ESOL, Gifted	Lib/Med Spec-E	Bachelor's	10
MILLER, CHRISTOPHER	Elem Ed K-6, ESE	ESOL	Teacher, Third	Bachelor's	2
MILLER, JESSICA	PreK/Primary Ed	ESOL	Teacher, KG	Bachelor's	4
ONEAL, SAMANTHA	Elem Ed K-6		Teacher, Fourth	Bachelor's	1
O'STEEN, SUSAN	PreK/Primary Ed/Elem Ed K-6	ESOL	Teacher, KG	Bachelor's	4
PANGBORN, LEIGH	Elem Ed (1-6)	ESOL	Teacher, Fourth	Bachelor's	7
PANNONE, JEFFREY	Elem Ed (1-6)	ESOL	Teacher, Third	Bachelor's	7
PARNOW, BARBARA	Elem Ed K-6	ESOL	Teacher, First	Bachelor's	5
PARSLEY, JANNETJE	Early Childhood Ed, Elem Ed (1-6)		Teacher, First	Master's	26
PLAGE, TERESA	Elem Ed (1-6), Visually Impaired(K- 12),	ESOL, Gifted	Teacher, Gifted	Master's	24
SCHMIDT, COLLEEN	Art (K-12)		Teacher, Art E	Master's	14
SCOTT, SHEILA	Early Childhood Ed, Elem Ed (1-6), Educational Leadership (All Levels)	ESOL	Asst Prin Elem	Master's	19
TANNER, DOROTHY	Early Childhood Ed, Elem Ed (1-6)	ESOL	Teacher, First	Bachelor's	35
TERRY, AMANDA	Elem Ed K-6, Music Ed (7-12)		Teacher, Music E	Bachelor's	2
THOMAS, KRISTIN	Elem Ed K-6	ESOL	Teacher, KG	Bachelor's	4
WESLEY, JEAN	Elem Ed (1-6), Educational Leadership (All Levels), Health K- 12, Physical Ed K- 12, Home Econ. 6- 12, ESE	Athletic Coaching, ESOL	Teacher, VE	Master's	17
WIERSEMA, BRETT	Elem Ed K-6		Teacher, Fifth	Bachelor's	1
WILKINS, JOSHUA	Elem Ed K-6	ESOL K-12	Teacher, Fifth	Bachelor's	6
WILLIAMS, JONI	Elem Ed (1-6)	ESOL K-12	Teacher, Third	Bachelor's	8
WILSON, KIMBERLY	Elem Ed K-6		Teacher, Other	Bachelor's	4
WILSON, LANNIS	Elem Ed (1-6), Primary Ed K-3		Teacher, Combination E	Bachelor's	13
YOUNG, MARTIN	Elem Ed (1-6), Primary Ed K-3, School Principal (All Levels)		Principal-Elem	Master's	18

TEACHER MENTORING LIST

School Name: Polk City Elementary

District: Polk

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Susan Osteen	DIBELS	Jessica Miller	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Dorothy Tanner	DIBELS	Nell Parsley	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Patsy Byrd	SAT/10	Brittany Jennings	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Patsy Byrd	SAT/10	Michelle LaPointe	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)
Kris Clark	FCAT	Joshua Wilkins	Weekly Mentor Meetings, Weekly Component Meetings (Math, Reading, Writing)

Florida Department of Education Resources

NCLB School Public Accountability Reports

Teacher Professional Development

Promising Practices Resources

Promising Practices Framework - Self-Audits; Just for the Kids

The Toolbelt: A Collection of Data-Driven Decision-Making Tools for Educators; NCREL

Tools for School Improvement Planning; Annenberg

Promising Instructional Practices from the School Recognition Database