



School Improvement Plan

Polk Elementary School

Dearborn Heights School District #7

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Polk Elementary School is a building of 2nd and 3rd grade students located at the south end of Dearborn Heights, Michigan. The school population is primarily working class and of mixed ethnicity, but nearly half of the school population (like the district as a whole) consists of schools of choice students and their families. The primary change during the past three years is the conversion of Polk Elementary from a K-5 building to a 2-3 [lower elementary] school.

The school has a strong community with sufficient parental support on many key issues, but lacks a really strong community involvement component. One of our main motivators at Polk is the improvement of parent involvement in the school, both in terms of input as well as classroom involvement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Polk Elementary School is to prepare all students to become productive citizens who function successfully in a rapidly[^] changing world.

The vision of Polk Elementary School is provide a safe and orderly environment in which all students work to attain and then to surpass their maximum potential.

Polk Elementary School embodies its mission and vision through providing quality classroom instruction in a nurturing yet rigorous classroom setting. Further, we provide multi-tiered systems of support for all students in need of additional assistance, and also have a robust special education program to aid our differently-abled students succeed as well.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Polk Elementary School was designated a Focus School by the state of Michigan due to excessive performance gaps between our lowest and highest achieving students as evidenced by the annual MEAP test. Beginning in the 2014-15 school year, Polk Elementary is no longer considered a Focus School thanks primarily to the effort and support of both staff and students.

In addition to remaining out of Focus, we at Polk Elementary School strive to improve our standing on the Top to Bottom Ranking of Michigan public schools. We believe that our focus on academics, our remediation of students in need, and our improved parental engagement and involvement programs will provide the boost necessary to move us along this year and in the years that follow

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As a lower elementary school, Polk has the distinction of transitioning students from "learning to read" to "reading to learn." While we believe that our current system of English Language Arts (ELA) instruction does the job, we are always looking for ways to improve this process and to produce better readers and stronger learners. To that end, we made a series of calculated changes to our academic program beginning in the 2014-15 school year, all of which are detailed in the remainder of this document.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders are engaged in the school improvement process through both print and electronic media correspondences as well as through face-to-face meetings. Based on expressed interest, stakeholders are invited to school improvement team meetings and/or given the opportunity to offer their input (i.e. print, email, etc.) without necessarily attending the meetings. Regardless, meetings were scheduled to accommodate the schedules of the majority of the team members [based on their input].

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The only stakeholders participating in the school improvement process other than Polk Elementary School staff are members of the Polk Parents Association (PPA). The PPA membership offered input through their meetings, which was brought to the School Improvement Team meetings by staff that also attended PPA meetings.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Information regarding the Polk Elementary SIP was shared with stakeholders through the web site as well as through print copies brought to the individual team members.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The two primary issues faced both by Polk Elementary School in particular, and by Dearborn Heights School District No.7 in general, over the past three years (2012-13 through 2014-15) are a.) declining enrollment, and b.) transience of the student population.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The truancy and tardiness rates have increased dramatically over the past two years, primarily since reconfiguring Polk Elementary as a 2-3 grade lower elementary school. The 2014-15 school year has been especially bad, with the highest degree of absences and tardies coming from schools of choice students.

Further, the nature of student enrollment at Polk Elementary has proven challenging for two main reasons: a.) the increase in Economically Disadvantaged students, and b.) the influx of non-English speaking students [and families].

While the former issue is mitigated by an already-large ED population, the increase in the number of students and families who speak little or no English has proven challenging for both staff and the students and families involved.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Fortunately, since reconfiguring as a 2nd-3rd grade building, disciplinary issues have declined dramatically. Most issues of student discipline are now handled in the classroom by the teacher with only serious behaviors or "repeat offenders" of minor behaviors coming to the office for discipline.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Additional professional development and support from the Wayne County courts will hopefully ameliorate the attendance issue, but there is little to be done regarding the increase in ED students apart from continuing to provide appropriate professional development for teacher concerning working with those students and their families. Further, professional development and support from the intermediate school district will hopefully ameliorate the ELL issue.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The seasoned, veteran staff at Polk Elementary School has a good deal of experience working with families whose students attend Polk Elementary School, particularly with economically disadvantaged children. The staff has many decades of combined experience working with students in need, so - as the number of needy students increases - teachers apply more of what they already know to help ameliorate the difficulties presented in this scenario.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The amount of instructional experience at Polk Elementary School is staggering, with no teacher having less than 10 years experience in the elementary classroom. These seasoned teacher work remarkably well as a team, producing and implementing effective instruction that has reduced the number of 2nd grade students reading below grade level by nearly 85%.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

According to Hattie's research (Visible Learning, 2009), principals and school leaders have little direct influence on student achievement. However, given the small amount of time spent off-site in professional development activities have allowed building administration to bring useful, practical and easily-implemented instructional strategies that teacher use to have a positive impact on student performance.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Classrooms with high teacher absences demonstrate lower overall academic performance and a higher number of disciplinary issues, whether those absences are for illness, personal business, or school business.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

A potential solution for teacher absenteeism, particularly as it relates to student performance, can be addressed by a.) providing more on-site professional development and/or b.) limiting professional development to outside normal school hours.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Reading.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Mathematics.

12. How might these challenges impact student achievement?

Student achievement in mathematics has been lower than expected.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The potential actions include extracurricular math support, hiring additional support to provide supplemental remediation for math during the regular school day, purchasing supplemental software to provide additional support in mathematics, and providing substitute teachers to allow classroom staff to meet to better plan out math instruction.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We use our RtI/MTSS process and the RtI/MTSS team to evaluate the needs of all students in need of academic, behavioral and/or social support during the course of the school day. The team meets monthly with teachers to discuss students of concern as well as how best to direct resources to address those concerns.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Grades 2 and 3 offer various extended learning opportunities in the form of before and after school academic tutoring as well as summer school for the students most in need of intervention.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified through a combination of teacher perception data, standardized test data, local assessment data and parent request. Parents are notified via verbal communication and written correspondence.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Primarily, we have perception and process data from teacher collaboration meetings indicating that staff works together to properly align instruction to Common Core standards. This collaboration takes place within both second and third grade, and, to a lesser degree, between the two grade levels. This collaboration is ongoing, and focuses primarily on English Language Arts and mathematics, and (to a lesser degree) science and social studies.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students demonstrate strengths in reading fluency.

19b. Reading- Challenges

Students demonstrate challenges in reading comprehension, both in informational and expository texts.

19c. Reading- Trends

Students have shown slow but steady growth on both standardized measures (i.e. NWEA Measures of Academic Progress, Reading A to Z, etc.) as well as local assessments.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Presently, the district is evaluating the potential of purchasing a canned reading program better aligned to the Common Core that will address the students' deficiencies in reading comprehension while maintaining (or improving) student performance in reading fluency. Failing such an adoption, staff has been working collaboratively through the Daily 5 CAFE model, incorporating new materials to better address the weak areas of reading comprehension for both fiction and nonfiction texts.

20a. Writing- Strengths

Students write every day as part of Daily 5 CAFE, as well as in other core instructional areas (i.e. science and social studies).

20b. Writing- Challenges

Students demonstrate difficulty with writing endurance as well as staying on topic. Other issues include spelling in context, grammar, and other mechanical issues related to writing.

20c. Writing- Trends

Writing has, like reading, been slowly improving over the past two years (since the building reconfiguration to grades 2 & 3). However, many students demonstrate exceptional difficulty following directions for writing, particularly staying on topic.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The adoption and implementation of the WriteSteps program, based on the work of Suzanne Klein, has shown early promise in addressing some of our challenges in writing. This program, it is hoped, will pay greater dividends once fully implemented during 2015-16.

21a. Math- Strengths

Areas of strength in mathematics includes geometry.

21b. Math- Challenges

Challenges in mathematics include measurement & data and operations & algebraic thinking.

21c. Math- Trends

Measurement and numbers & operations have consistently been areas of low performance at Polk Elementary School. While other areas have remained stable or improved slightly, students continue to struggle with measurement and with arithmetic.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A review of the current math program, Everyday Mathematics, seems to be in order as well as potentially increasing the amount of time and resources spent on remediation in the area of mathematics.

22a. Science- Strengths

We make use of a quality, commercially-available science program.

22b. Science- Challenges

The amount of time required to focus on English Language Arts and mathematics make fitting science instruction into the day challenging.

22c. Science- Trends

We have no standardized measures for science at grades 2 and 3, so there are few trends to identify in those terms.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

23a. Social Studies- Strengths

A pilot program implemented at second grade this year has been hugely successful in gaining and maintaining student interest in social studies. More integration of social studies with mathematics and ELA at third grade has made the content more readily available to students at that grade level.

23b. Social Studies- Challenges

Like science, social studies is often "placed on the back burner" in favor of focusing on ELA and mathematics.

23c. Social Studies- Trends

There is no standardized data indicating trends one way or the other for social studies, but local assessments indicate that student performance remains stagnant.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students largely indicate satisfaction with their student-to-teacher relationships, and they also indicate an overall enjoyment of reading since the implementation of the Daily 5 CAFE model.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Students report frustrations in the area of mathematics.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Extracurricular support for mathematics in the form of tutoring as well as potential math clubs and math games will hopefully improve student satisfaction with math.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents indicate that their students enjoy school, and that they themselves are pleased with the safety and security, as well as with the instruction that their children receive at Polk Elementary School.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents have voiced concerns regarding communication between classroom and home as well as between school and home.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Increased web presence, more active use of automated phone and email communications, and the installation of an electronic marquee will hopefully aid us in providing more and timelier information to parents and families.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers generally feel that they receive adequate support from building administration in terms of student discipline.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Many staff indicated that they do not feel that they receive adequate professional development opportunities in core areas of instruction.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Using Title 2a funds, as well as dedicating more time (in the form of "late starts" and half-days) to grade level collaboration, we hope to offer teachers more opportunities to attend extended learning programs through Wayne RESA for both mathematics and ELA.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

We have no significant data from stakeholder groups other than students, staff and families.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

We have no significant data from stakeholder groups other than students, staff and families.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We plan to offer survey opportunities to community members to better glean their interests and concerns regarding the school during the 2015-16 school year.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic data indicates the persistent challenge of student transience. That is, between fall and spring in any given year, our student population varies between 15-30%. However, the core of our population remains relatively stable, which is to our benefit.

Process data indicates that students participating in supplemental programs provided through Title I show greater academic improvement than students not participating. The downside of this is that we cannot offer this support to all students due to time and our high population of underperforming students.

Achievement data, as gleaned through NWEA Measures of Academic Progress, as well as locally-produced assessments, indicates that students are showing growth during the course of the academic year. Unfortunately, this data also indicates that, while student growth is happening, less than 70% of the student population is meeting expectations in math, reading, or both.

Perception data is generally positive from all stakeholder groups.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The demographics challenges regarding student transience has a significant impact on student performance. With students coming and going all throughout the year, it is nearly impossible to consistently provide instruction. Further, while our process data [concerning the Title I academic support program] indicates positive results, there is too little of it to adequately provide support to all students that need it.

The one saving grace is our perception data, which is generally positive. Students, parents and staff all indicate positive attitudes regarding instruction and (for the most part) assessment, and that positivity can only aid in student performance.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Process, perception and demographic data all informed the decisions regarding the design of the Objectives, Strategies and Activities for all of our Goals. Each pool of data was reviewed and analyzed, and - based on those data, as well as the collected student performance data - the Goals were structured to address the various areas of concern while maintaining or improving the areas of strength.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Polk has only 2nd and 3rd grade, but all students are tested using local assessments as well as standardized programs (including NWEA Measures of Academic Progress) three times each year.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://district7.net/AER/Polk/Polk%20AER.Pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This information is contained in the school handbook (attached).	School Handbook

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Director of Special Education & Student Services 20629 Annapolis Dearborn Heights, MI 48125 (313) 2781901, Ext. 226	

School Improvement Plan

Polk Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attached.	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached.	School-Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was explored collaboratively with staff, parents and community members, and the responses reflect input from those groups.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The Comprehensive Needs Assessment produced the following conclusions:

1. We have found that we have a large population school of choice students (~50% of Dearborn Heights Schools District #7 student population), which is a major consideration in prioritizing our needs. Roughly half of all our students come to us from other districts and their knowledge and experiential backgrounds vary greatly.
2. The number of students identified as Economically Disadvantaged (~70%) is increasing.
3. We found that both a strength and weakness is the fact that student achievement has changed very little over the last three years. This is positive because, even though our number of students who are Economically Disadvantaged is on the rise, our scores have not been declining. On the other hand, this is negative because we need to be making steady progress and becoming more and more proficient every year, instead of stagnating in our progress.
4. In summary, with a goal of achieving 100% proficiency for all students, stagnation is not an option, nor is falling behind. We recognize the need to boost our students' proficiency in Writing, Reading, and Mathematics computation, along with providing additional support for our at-risk population. Therefore, the implications for school improvement indicate that the following goals are appropriate to address these needs:
 - a. All Polk students will improve their Reading skills. Our strategies include teachers researching best practices around Reading instructing focusing on the use of graphic organizers and providing students with visual displays in the classrooms to remind them of different story elements. Collaboration and communication, technology, and multiple data sources will be incorporated.
 - b. All Polk students will improve their Mathematics skills. Our strategies include teachers researching best practices around Mathematics instruction focusing on measurement, the use of tables and graphs and providing students with examples of collecting, displaying, and interpreting data in the classroom. Collaboration and communication, technology, and multiple data sources will be incorporated.
 - c. All Polk students will be proficient writers. Our strategies include teachers researching best practices around Writing instruction focusing on the understanding and correct use of the Writing process, and modeling Writing with their students. Collaboration and communication, technology, and multiple data sources will be incorporated.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Polk Elementary School's Goals are tied specifically to data gleaned from MEAP, NWEA Measures of Academic Progress, classroom performance data, and teacher perception data. Clearly we are deficient in both English Language Arts and Mathematics, and our Goals reflect this disparity.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our Goals at Polk Elementary School address the needs of all students, from those, high-achieving students to those in need of intense intervention. The general programs in Mathematics and English Language Arts address the needs of -85% of our students without any need for differentiation, but those programs are supplemented by the classroom teachers (Tier 2 interventions) and through our [Title 1] Learning Specialist (Tier 3 interventions).

Regarding those students identified as "disadvantaged," whether economically or otherwise, we address their specific academic and affective needs through our At-Risk, Title I and Special Education programs as well as through the general instructional program. Students identified through a combination of standardized assessments, classroom performance, teacher perception data and parent/family input are referred to out RtI/MTSS team for further study, and a program is then developed to meet those students' individual needs

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The Polk Elementary School SIP includes numerous strategies all geared toward improving student performance in the pursuit of reaching the State's standards. The Strategies identified in the current School Improvement Plan include (but are not necessarily limited to) the following:

1. Academic Vocabulary (Reading & Mathematics)
2. Brainstormers! (Writing)
3. Daily 5/CAFE (Reading & Writing)
4. Extracurricular Academic Support (Mathematics)
5. Individualized Behavior Plans (Behavioral)
6. Learning Specialist (Reading)
7. PBIS Pyramid Analysis (Behavioral)
8. PBIS Team Meetings (Behavioral)
9. Reading A to Z (Reading)
10. Summer School (Reading, Writing & Mathematics)
11. Technology Integration (Reading, Writing, Mathematics & Behavioral)
12. Title I Paraprofessional (Reading)
13. Use of online computer based curriculum (Mathematics)
14. Visible Learning (Reading, Writing & Mathematics)

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The inclusion of Marzano's Academic Vocabulary (Marzano, R., & Pickering, D. (2005). Building academic vocabulary: Teachers' manual. Alexandria, VA: ASCD.) in all core academic areas (i.e. ELA, Math, Science and Social Studies) is a primary strategy, as are numerous aspects of Hattie's Visible Learning (Hattie, J. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Taylor & Francis, 2008), potentially including (but not necessarily limited to):

1. Providing formative evaluation to learners
2. Comprehensive interventions for learning disabled students [including both general and special education learners]
3. Reciprocal teaching
4. Spaced [vs. mass] practice
5. Teacher clarity

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Data gleaned from standardized and local assessments, as well as classroom perception data, indicates a strong need to develop student academic vocabulary. Scores point toward a student understanding of concepts, but a deficiency in understanding content-specific terms, particularly in mathematics and science. Marzano's focus on academic vocabulary addresses this need specifically.

Further, a number of strategies pulled from Hattie's Visible Learning focus on teachers' need to provide timely and constructive feedback to students, as indicated previously in this document.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

In collaboration with the Title I-funded Learning Specialist and supporting paraprofessional, Polk Elementary School facilitates monthly meetings with a Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) team - consisting of the Learning Specialist, the Resource Room teacher, the district Psychologist, the district Teacher Consultant, the School Counselor, and the building administrator (as well as the teachers of the identified students) - serve to focus attention of those students in need of Tier 2 and 3 interventions, both academic and behavioral.

The team meets for 15-20 minutes concerning each identified student, discusses specific challenges, and aids the classroom teacher in developing and implementing an intervention plan for each student as well as a tracking protocol for recording and gauging student growth. The team follows up regarding each student every 6-8 weeks, reviews the plan, and makes any necessary changes (as determined by the team). Students for whom remediation succeeds may be exited from the program, or other needs may be addressed by the team at that time. The RtI/MTSS Team meets regularly throughout the school year and maintains records for each student that follow him or her from year to year.

5. Describe how the school determines if these needs of students are being met.

Whether student needs are being met is determined collaboratively with the student, staff and parents. Input is solicited from all stakeholder groups regarding student performance and need, both academic and behavioral.

Further, regular classroom observations on the part of the building administrator, and review of RtI/MTSS team data, teacher perception data, classroom assessment performance, and standardized assessment performance (i.e. M-STEP, NWEA MAP, etc.) all serve as indicators for student performance and whether individual students' needs are being met

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The single paraprofessional working at Polk Elementary School is highly qualified as per NCLB.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers working at Polk Elementary School meet the standards of highly qualified as per NCLB.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We have had no teacher turnover for the 2014-15 school year at Polk Elementary School.

2. What is the experience level of key teaching and learning personnel?

All instructional personnel presently on staff have at least five years teaching experience in the district, though roughly half of the staff was new to Polk Elementary School during the 2013-14 school year.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

As a means to retaining highly qualified teachers, we provide a mentor teacher to guide and be supportive of them the first four years. In addition, we pay for the new teachers to attend Wayne County RESA's new teacher workshops. New teachers are also supported and coached by the principal in areas identified for growth in the Individualized Development Plan. Professional development is encouraged. Although Polk does not have any new teachers joining the staff, the principal is working on developing a "new teacher induction" plan.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

As a means of hiring and retaining highly qualified teachers, the administrative staff participated in the Ventures for Excellence training. This process combines an online system with in-depth personalized interviews. Through the use of the online system, we are now able to spend the majority of our time interviewing fewer candidates, yet identifying a greater number of excellent prospects.

The Teacher StyleProfile looks at recurring patterns in a person's attitudes, beliefs, and behaviors as they live their personal and professional life. Our goal in using this system is to hire teachers who are prepared to maximize each child's learning experience. Through the Ventures' process we become aware of the life themes and are able to identify prospective candidates who are "student centered" as opposed to "teacher centered."

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

This is not applicable as Polk Elementary School does not have a high turnover of highly qualified teachers.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff of Polk Elementary School receives ongoing and sustained professional development that is aligned with our comprehensive needs assessment and with our school improvement plan goals. Such professional development includes, but is not limited to:

1. Participation on district-wide grade-level curriculum development teams;
2. Training concerning district initiatives to improve students' performance, such as the MiSTAR student management database, NWEA Measures of Academic Progress, and so on;
3. Regular instruction in (and "refreshers" for) district-selected curriculum materials and instructional programs (i.e. Everyday Mathematics, Daily 5/CAFE, etc.);
4. Regular instruction in best practices specifically addressing areas of need concerning student performance, such as through book studies

2. Describe how this professional learning is "sustained and ongoing."

Professional learning is "sustained and ongoing" thanks to the inclusion on the school calendar of late starts (i.e. 18 Mondays during the school year where teachers attend professional development at the building level for 60 minutes prior to the arrival of students, who come to school one hour later), [2] professional development days, staff meetings, and collaborative grade level planning time built into the daily schedule.

Further, the school and district does its best to provide financial and timely support for teachers wishing to attend professional development opportunities in line with the School Improvement Plan both during and outside the regular school day.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parent involvement will be elicited first at Open House (9/9/15), then followed up with the Polk Parents Association (PPA) during their monthly meetings.

Initially from PPA membership/participation, parents will be invited to attend School Improvement Team meetings and to provide their input. Further, parent perception data will be collected through quarterly parent surveys.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will provide input into the SIP, but will also serve as active participants in some or all of the following ways:

1. Provide real support during school-wide curriculum activity nights [outside of the regular school day];
2. Provide support in the classroom in the form of Parent Classroom Volunteers;
3. Provide support in the morning before school and in the afternoon after school through the WatchDogs program

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Through their attendance at the SIP meetings, parent members will have the opportunity to review data with school staff and to provide input based on their understanding of that data. Further, parent survey data will also play a critical role in reviewing and revising the Polk Elementary School Improvement Plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Parent-Teacher Conferences to permit two-way communication between home and school Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems, Student Study Teams

Special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the school or community

An annual open house to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first hand basis

For the benefit of children, Polk's staff believes that parents have a responsibility to encourage their child's career in school by:

Supporting the school in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior

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Sending children to school with proper attention to their health, personal cleanliness, and dress

Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study

Reading all communications from school, signing, and returning them promptly when required

Cooperating with the school in attending conferences set up for the exchange of information of the child's progress in school.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parent involvement will be evaluated through surveys of both parents and staff members on an annual basis.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The data collected from parent and staff surveys regarding parent involvement will provide data for the School Improvement Team and will assist in driving the dialogue regarding how parents and families are involved at Polk Elementary School as clarified through the lens of those parent members of the School Improvement Team.

8. Describe how the school-parent compact is developed.

The School-Parent Compact was developed by committee at the district level.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents are invited to complete a School-Parent Compact for each of their children attending Polk Elementary School at the beginning of the school year. This document is discussed during parent-teacher conferences as a method of facilitating parent involvement in the classroom setting.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

I am not aware of how this document is used beyond the elementary level.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School-Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Both MEAP and NWEA Measures of Academic Progress assessments provide excellent parent reports that explain student scores in easy-
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to-understand language. Further, the district uses a standards-based report card on which the academic statements were rewritten by teachers to better convey meaning in parent-friendly language (i.e. Student can count from 1-30, Student can identify parts of speech in writing [nouns, verbs, adjectives], etc.).

Also, parents communicate regularly with parents via telephone, email, notes and face-to-face to provide specific, clear and relevant details regarding student performance, both academic and behavioral.

Finally, parent-teacher conferences provides ample opportunity for teachers to discuss academic performance of students with their families, allowing them to explain any confusing concepts or terminology.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

As a 2-3 lower elementary school, Polk does not receive student directly from preschool or Kindergarten. However, the staff at Bedford Elementary School (Pre-K-1) works with the preschool program at Madison Elementary, and also with the staff at Polk Elementary to facilitate seamless transitions from the primary grades to the lower elementary school. This takes the form of direct face-to-face communications at annual meetings as well as via electronic communicators..

Finally, the elementary counselor works with all elementary staff to ensure smooth transitions of all students from building to building and from grade level to grade level.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

This is not applicable to Polk Elementary School.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teacher input is elicited through the School Improvement Team meetings as well as staff meetings and professional development activity days.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers regularly take part in "data digs" involving student performance data from standardized and local assessments. These data meetings generally take place during late start professional development sessions and staff meetings, but also feature prominently in collaborative lesson planning and RtI/MTSS meetings.

Teachers are responsible for not only bringing classroom data, but also participating on a team involved in analyzing the data. Once the analyses are completed, teacher teams bring their findings back to the group wherein discussions are had regarding potential changes to the instructional program according to identified areas of strength and weakness. These changes are then discussed, and the group-determined actions are implemented.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Classroom teachers form the first line in identifying students in need of assistance mastering the State's academic achievement assessment standards at least at the proficient level. Classroom interventions [Tier 1] are attempted and exhausted before the student is placed on a list for discussion with the RtI/MTSS Team at their next, monthly meeting. Teachers bring all relevant data (i.e. attendance, academic performance, classroom perception data, etc.) to the RtI/MTSS Team meeting, wherein the team examines the data in an effort to develop a series of [Tier 2] interventions to address the student's deficiencies.

Prior to the next RtI/MTSS Team meeting, the teacher works with the Learning Specialist to implement, track and evaluate the recommended interventions. Data is collected and charted, and the student is brought back to the RtI/MTSS Team at a subsequent meeting (6-8 weeks later).

If the team determines that the intervention plan is working, then it is continued. If it is not working, then adjustments are made regarding the specific interventions, and the student may potentially move to deeper interventions [Tier 3].

This process is performed hand-in-hand with the Special Education department, not to identify potential students for referral, but for their expertise in working with students in need of specific intervention.

This process continues as needed, though students may be referred for testing or exited from the program, depending on how they progress.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Interventions are provided according to the RtI/MTSS team, both in the classroom (by the teacher) as well as through push-in/pull-out intervention by the Learning Specialist.

Further, computer-based interventions are used both in and out of school, and students are eligible to receive before and/or after school tutoring from a certified staff member on an as-needed basis.

Finally, students may attend the district summer school program should that prove necessary at the end of the school year.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiation is provided at the classroom level by the teacher in the form of Tier 1 and 2 interventions for struggling learners, and through extension activities for high-proficient and advanced learners.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The following services or programs are offered to parents and students in order to create a positive environment and learning community. We always keep our school-wide goals in mind when implementing services and programs.

Positive Behavior Support System (PBS): A school-wide classroom management program which focuses on three expectations (Be Safe, Be Respectful, Be Responsible) Every morning students hear "Words of Wisdom" from different teachers, staff members, parents, and administration about making good choices in life. Every Friday, students are rewarded for their "good choices" and given a small reward (token) for their good behavior. Students who consistently make good choices are in the running for an even bigger prize for our monthly drawings.

PBS was designed to take a proactive approach to behavior management. Students are provided with training on how to act and what rules are to be followed in all situations, from walking down the hallway, to proper bathroom etiquette, to lunch room manners. Students are also provided with posters throughout the school to remind them of specific rules and what's expected of them. Much time is given to teacher and student role-modeling of good behavior. The emphasis is put on the teaching of manners, rules and expectations, which, in turn, reduces the number of office referrals.

Elementary Counselor: Provides group counseling and classroom lessons as well as referral information and assistance to parents in contacting outside agencies for assistance.

Career Day: Career Education provided by the school counselor using local community volunteers. Students come to school dressed in the career they'd like to have when they grow up. Parents and local community volunteers come to the school for half-a-day and give a brief over-view of their jobs and answer any questions the students may have. On completion of the career day, students will reflect upon the different careers through discussion and Writing activities.

Career Options: We strive to make available in as many fields as practical, opportunities for on-the-job learning, such as role-playing and field trips, and combine that with classroom instruction.

The following is a description and purpose of the programs and services that Polk Elementary receives:

Title I, Part A - Improving Basic Programs

Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards

Both school-wide and targeted assistance programs are to provide supplemental instruction services to identified children Title I, Part C - Migrant Education Program

Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves

Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

Title I, Part D - Prevention/Intervention for Delinquent Children/Youth Provides supplementary services to children/youth in local facilities for delinquent children

Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

Focus on recruiting, training, and retaining highly qualified staff (including paraprofessionals and administrators)

Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)

Reduce class size, particularly in the early grades

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Build "highly qualified" teachers who demonstrate a high level of competency in each of the (core) academic subjects Title II, Part D, Subpart 1 - Enhancing Education through Technology Improves student academic achievement through the use of technology

Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A Ensures that all students are technologically literate by the end of the 8th grade

Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses

Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development

Establishes research-based instructional methods

Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement Supports efforts to use technology to promote parent and family involvement in education and communications Title III - Language Acquisition Program (LAP) Sub Grant Speedy acquisition of English language proficiency Assists students to achieve in the core academic subjects

Assists students to meet state standards

Supports efforts to use technology to promote parent and family involvement in education and communications Title V, Part A - Innovative Programs

Supports local education reform efforts that are consistent with and support education efforts

Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research

Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials

Supports initiatives to meet the educational needs of all students

Supports the development and implementation of programs to improve school, student and teacher performance, including professional development

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment General Fund:

Polk Elementary School Improvement Initiative

2. Schoolwide Reform Strategies General Fund & PBS grant:

Polk Elementary School Improvement Initiative Polk Elementary SIP Committee

3. Instruction by Highly Qualified Professional Staff

Title IIA & General Fund:

All staff [teachers & paraprofessionals] are all highly qualified at this time

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools General Fund, Title IIA & Polk Parents Association:

Mentoring program

New Teacher Orientation through Wayne County RESA

District professional development

Conferences to support ongoing learning

Teacher appreciation gifts

Money for classroom use

Money for field trips/transportation

5. High-Quality and Ongoing Professional Development General Fund & Title IIA:

NWEA training

Web site development & maintenance

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Data analysis & program planning training

Online report card training

Online gradebook training

6. Strategies to Increase Parental Involvement Title I & General Fund:

Parenting workshops

Parenting book study [with counselor]

Polk Parent Association meeting attendance by staff Fall Math activity night Winter Reading activity night Book Fair

Schoolwide Reading Nights Schoolwide Math Nights Storyteller Night

7. Preschool Transition Strategies General Fund: Open House

District-operated preschool program

8. Teacher Participation in Making Assessment Decisions General Fund & Title IIA: Staff meetings Curriculum meetings Grade-level meetings

Data analysis workshops

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards Title I, Title IIA, IDEA & General Fund:

Extended day tutoring Summer school Paraprofessional support Social work services Counseling Peer mediation

10. Coordination and Integration of Federal, State and Local Programs and Resources

General Fund: Coordination of funds is accomplished by the Director of Student Services with staff, administration and central office

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence prevention is part of the school-wide counseling program, funded through Section 31 A.

Our nutrition program is addressed through Sodexo, the vendor providing meals for the district, as well as through a grant by the National Kidney Foundation through the PE-Nut program.

Housing programs are addressed through Student Services at the district level.

Head Start is not offered by the school or district, but a 4-year-old preschool program - Great Schools Readiness Program (GSRP) - is offered through the district and is funded at the State level.

Adult education, vocational and technical education, and job training are only addressed peripherally through the school counselor and are left mainly to the high school.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The School Improvement Plan is addressed quarterly at Polk Elementary School, first by the School Improvement Team, then by the staff as a whole. Student assessment data is studied, results are compared to the Goals in place, and information is adjusted [as necessary] in the SIP accordingly.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Both MEAP and NWEA Measures of Academic Progress are both used as standardized measures for determining the effectiveness and efficacy of the School Improvement Plan (in addition to local and classroom assessments and teacher perception data). This information is examined in the context of the SIP, which may be adjusted if necessary based on those data.

This process is done first by the School Improvement Team, which then presents it to the staff as a whole. The staff then studies the results, brainstorms possible changes, and reports back to the SI Team. The School Improvement Team takes the staff's responses and suggestions and considers them when revising or rewriting the School Improvement Plan.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The success of the schoolwide program is determined using the following assessment data (as well as other additional, often anecdotal sources): standardized assessment data (i.e. MEAP, NWEA, Reading A to Z, IXL Mathematics, etc.), local assessment data, classroom assessment data, teacher perception data, and parent survey data. Improvements in these areas are used to determine effectiveness of the schoolwide program.

These data are used to triangulate areas of strength and weakness, allowing the revision of the School Improvement Plan based on student needs.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

As mentioned previously, compilation and analysis of the collected data, first by the ST Team and then by the instructional staff as a whole, are used to determine the effectiveness of the schoolwide program. Revisions are based on areas determined as "weaknesses," as well as areas that the SI Plan has proven efficacious, permitting the reduction or removal of those items from the Plan.

Polk Elementary School Improvement Plan 2015- 16

Overview

Plan Name

Polk Elementary School Improvement Plan 2015-16

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency in English Language Arts.	Objectives: 2 Strategies: 9 Activities: 13	Academic	\$203600
2	All students will demonstrate proficiency in mathematics.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$37384
3	All students will improve or maintain school-appropriate behaviors.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: All students will demonstrate proficiency in English Language Arts.

Measurable Objective 1:

75% of Second and Third grade students will demonstrate a behavior a year's worth of growth in Reading by 06/10/2016 as measured by Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Reading test.

(shared) Strategy 1:

Academic Vocabulary - Building principal will oversee scheduling and implementation of the initial staff development and the development of professional learning in the area of content-specific academic vocabulary.

Category:

Research Cited: Marzano, R. Building Academic Vocabulary.

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase copies of Robert Marzano's Academic Vocabulary text for each instructional staff member.	Curriculum Development	Tier 1	Implement	09/01/2015	09/11/2015	\$700	General Fund	Mark Brenton, building principal

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a book study using Robert Marzano's Academic Vocabulary text.	Professional Learning	Tier 1	Implement	10/05/2015	12/18/2015	\$0	No Funding Required	Mark Brenton, building principal

Strategy 2:

Reading A to Z - Implementation and supplemental training for professional and support staff, on the Reading A to Z program, will take place during professional development opportunities. Example of professional development opportunities include, but not limited to: staff meetings, grade level common prep times, late start Mondays. Screening of all students will be done three times a year in correlation with the districts NWEA testing window. Results will be used to tier and differentiate classroom instruction. The results will also be used to identify individuals that are deemed at-risk and have specific learning deficits. These deficits will drive research based interventions during small group instruction.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 1

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Activity - Reading A to Z Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and other staff trained in the use of Reading A to Z and RAZKids.com will provide training to staff on an as-needed basis during professional development time, prep time, and so forth.	Professional Learning	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	No Funding Required	Penny LeBlanc, Learning Specialist

Strategy 3:

Daily 5/CAFE - Every classroom will use The Daily 5 framework (Read to Self, Work on Writing, Word Work, Listen to Reading, and Read to Someone) to foster students' literacy independence. Students will be provided with a variety of activities that will reach multiple intelligences, ability levels, and learning styles. Teachers will be provided professional development in this program using consolidated grant funds.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 1

Activity - Daily 5/CAFE Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional personnel will be provided copies of the new editions of the Daily 5 and CAFÉ texts.	Materials	Tier 1	Monitor	09/01/2015	10/09/2015	\$850	Title II Part A	Mark Brenton, building principal

Strategy 4:

Learning Specialist - Using Title I funds, Polk Elementary will fund a full-time Learning Specialist and associated paraprofessional to work with students determined "at risk" of academic behavior as defined by performance on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), MEAP test scores [3rd grade only], classroom reading performance, instructor observational data, and other assessment and/or evaluative measures deemed appropriate by administrative and instructional personnel. This strategy provides for additional academic support and [as necessary] remediation in deficient reading skill areas through both push-in and pull-out instructional activities. Further, the Learning Specialist will work with classroom teachers to provide additional strategies for working with those [and all other appropriate] students in the classroom setting. Finally, the Learning Specialist will coordinate Response to Intervention/Multi-Tiered Systems of Support (RtI/MTSS) for all identified students, maintaining all necessary and relevant records to chart student growth. The RS will develop and provide supplemental reading instruction to Tiers 2 and 3 MTSS students as identified using the above measures and data.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 2

Activity - Learning Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will employ a Learning Specialist (also referred to as a Title I teacher), paying for his/her services with Title IA funds.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$130000	Title I Part A	Carole Beverwyk, Assistant Superintendent
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Strategy 5:

Title I Paraprofessional - Using Title I funds, Polk Elementary will fund a full-time paraprofessional to assist the Learning Specialist in the performance of his/her duties (i.e. development and delivery of supplemental support in the area of English Language Arts).

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 2

Activity - Title I Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will employ a Title I paraprofessional (also referred to as a Title I teacher), paying for his/her services with Title I funds.	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$30000	Title I Part A	Carole Beverwyk, Assistant Superintendent

(shared) Strategy 6:

Technology Integration - Polk Elementary School classroom teachers will be furnished with an Apple iPad 3 – and provided with supplemental training in the use of those devices – with the purpose of improving instruction, assessment and classroom management. As a caveat, teachers will only receive their iPads with the understanding that they must attend extracurricular training.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 1

Activity - Purchase Tablets (Classroom)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase one (1) class set of 30 tablets with the associated wireless network charging station storage cart.	Technology	Tier 1	Getting Ready	09/01/2015	11/27/2015	\$15750	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director

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Activity - Purchase Tablets (Staff)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase one (1) tablet computing device/instructional staff member.	Technology	Tier 1	Implement	09/01/2015	11/27/2015	\$7550	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director
Activity - Tablet Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide after-hours training to instructional staff regarding the use of tablet devices to improve instruction, assessment and classroom management.	Professional Learning	Tier 1	Getting Ready	11/02/2015	02/26/2016	\$500	Title I Part A	Mark Brenton, building principal

(shared) Strategy 7:

Summer School - Polk Elementary will run or collaborate with the other district elementary schools to run a Summer School program. The Summer School will use district instructional staff [to the degree that is possible] to provide supplemental and remedial instruction in Reading and Mathematics for students identified as in need of that program by a combination of parent request, teacher recommendation/perception data, classroom assessments, and standardized assessments (i.e. MEAP, NWEA MAP, etc.).

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 3

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fund one teacher per grade level (K-5) to operate a classroom-based summer school program for five (5) weeks after the end of the regular school year. This program will consist of three (3) hours of in-instruction four (4) days a week: ~90-120 minutes of targeted, remediated English Language Arts (ELA) instruction and ~60 minutes of targeted, re-mediated mathematics instruction.	Academic Support Program	Tier 3	Implement	06/17/2016	07/22/2016	\$3650	Title I Part A	Mark Brenton, building principal
Activity - Summer School Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Polk Elementary School

The three elementary Learning Specialists will meet during the course of the school year and work, in collaboration with classroom teachers, to develop a remediative program for English Language Arts (ELA) and mathematics specifically targeting Tier 2 and 3 RtI/MTSS students identified as in need of summer school.	Academic Support Program	Tier 3	Implement	03/02/2016	05/27/2016	\$800	Title I Part A	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist
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Strategy 8:

Target Time - Teachers at Polk Elementary School will work with small student groups in areas of deficiency in Reading three times weekly for a total of 90 minutes each week (i.e. 30 minutes per session). Students will be divided into groups based on individual academic needs. Those students not in need of remediation will work in larger groups with staff leading literature circles or other activities geared toward those students' needs.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 2

Activity - Target Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will, after the fall NWEA Measures of Academic Progress (MAP) testing is complete, collaborate to develop a targeted assistance program for groups of students with similar academic needs. These groups will meet three (3) times weekly from October through May; groups will be adjusted/alterd after winter NWEA testing (February). All students in need of remediative support will work in small groups, while students operating at or above grade level will work in larger groups, dividing into small 3-5 person literature circles.	Academic Support Program	Tier 2	Implement	11/03/2014	05/29/2015	\$12000	Title I Part A	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist

Measurable Objective 2:

75% of Second and Third grade students will demonstrate a proficiency a year's worth of growth in Writing by 06/10/2016 as measured by WriteSteps.

(shared) Strategy 1:

Academic Vocabulary - Building principal will oversee scheduling and implementation of the initial staff development and the development of professional learning in the area of content-specific academic vocabulary.

Category:

Research Cited: Marzano, R. Building Academic Vocabulary.

Tier: Tier 1

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Polk Elementary School

Purchase copies of Robert Marzano's Academic Vocabulary text for each instructional staff member.	Curriculum Development	Tier 1	Implement	09/01/2015	09/11/2015	\$700	General Fund	Mark Brenton, building principal
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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a book study using Robert Marzano's Academic Vocabulary text.	Professional Learning	Tier 1	Implement	10/05/2015	12/18/2015	\$0	No Funding Required	Mark Brenton, building principal

(shared) Strategy 2:

Technology Integration - Polk Elementary School classroom teachers will be furnished with an Apple iPad 3 – and provided with supplemental training in the use of those devices – with the purpose of improving instruction, assessment and classroom management. As a caveat, teachers will only receive their iPads with the understanding that they must attend extracurricular training.

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 1

Activity - Purchase Tablets (Classroom)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase one (1) class set of 30 tablets with the associated wireless network charging station storage cart.	Technology	Tier 1	Getting Ready	09/01/2015	11/27/2015	\$15750	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director

Activity - Purchase Tablets (Staff)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase one (1) tablet computing device/instructional staff member.	Technology	Tier 1	Implement	09/01/2015	11/27/2015	\$7550	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director

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Activity - Tablet Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide after-hours training to instructional staff regarding the use of tablet devices to improve instruction, assessment and classroom management.	Professional Learning	Tier 1	Getting Ready	11/02/2015	02/26/2016	\$500	Title I Part A	Mark Brenton, building principal

(shared) Strategy 3:

Summer School - Polk Elementary will run or collaborate with the other district elementary schools to run a Summer School program. The Summer School will use district instructional staff [to the degree that is possible] to provide supplemental and remediative instruction in Reading and Mathematics for students identified as in need of that program by a combination of parent request, teacher recommendation/perception data, classroom assessments, and standardized assessments (i.e. MEAP, NWEA MAP, etc.).

Category:

Research Cited: Hattie, J. Visible Learning. 2009.

Tier: Tier 3

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fund one teacher per grade level (K-5) to operate a classroom-based summer school program for five (5) weeks after the end of the regular school year. This program will consist of three (3) hours of in-struction four (4) days a week: ~90-120 minutes of targeted, remediated English Language Arts (ELA) instruction and ~60 minutes of targeted, re-mediated mathematics instruction.	Academic Support Program	Tier 3	Implement	06/17/2016	07/22/2016	\$3650	Title I Part A	Mark Brenton, building principal

Activity - Summer School Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The three elementary Learning Specialists will meet during the course of the school year and work, in collaboration with classroom teachers, to develop a remediative program for English Language Arts (ELA) and mathematics specifically targeting Tier 2 and 3 RtI/MTSS students identified as in need of summer school.	Academic Support Program	Tier 3	Implement	03/02/2016	05/27/2016	\$800	Title I Part A	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist

Strategy 4:

Brainstormers! - The supplemental program, Brainstormers!, will be invited to perform at Polk Elementary School to encourage students to write.

Category:

Research Cited: Goudvis, A & Harvey, S. Strategies That Work, 2007.

School Improvement Plan

Polk Elementary School

Tier: Tier 1

Activity - Brainstormers!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The supplemental program, Brainstormers!, will be invited to perform at Polk Elementary School to encourage students to write.	Academic Support Program	Tier 1	Implement	03/02/2015	05/29/2015	\$1800	Title I Part A	Mark Brenton, building principal; Michelle Van Esley, teacher; Renee Bozinovski, teacher.

Goal 2: All students will demonstrate proficiency in mathematics.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency on the 2015-16 NWEA Measures of Academic Progress in Mathematics by 06/10/2016 as measured by the spring 2015-16 NWEA Measures of Academic Progress.

Strategy 1:

Use of online computer based curriculum - After the initial NWEA Assessment, teachers will meet in professional learning communities during late start Mondays to disaggregate data. Teachers will look for trends or common weak areas to focus on. All teachers will use IXL.com and/or Compass Learning Odyssey to supplement math instruction, to increase students' test taking abilities, and content knowledge.

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 2

Activity - IXL Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase licenses for IXL and Compass Learning Odyssey.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/10/2016	\$1800	Title I Part A	Mark Brenton, building principal.

Strategy 2:

Academic Vocabulary - Building principal will oversee scheduling and implementation of the initial staff development and the development of professional learning.

Category:

School Improvement Plan

Polk Elementary School

Research Cited: Marzano, R. Building Academic Vocabulary Teacher's Manual, 2005.

Tier: Tier 1

Activity - Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase copies of Robert Marzano's Academic Vocabulary text for each instructional staff member.	Materials	Tier 1	Implement	09/02/2014	09/30/2014	\$680	Title II Part A	Mark Brenton, building principal.

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a book study using Robert Marzano's Academic Vocabulary text.	Professional Learning	Tier 1	Implement	10/06/2014	04/27/2015	\$0	No Funding Required	Mark Brenton, building principal.

Strategy 3:

Summer School - Polk Elementary will run or collaborate with the other district elementary schools to run a Summer School program. The Summer School will use district instructional staff [to the degree that is possible] to provide supplemental and remedial instruction in Reading and Mathematics for students identified as in need of that program by a combination of parent request, teacher recommendation/perception data, classroom assessments, and standardized assessments (i.e. MEAP, NWEA MAP, etc.).

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fund one teacher per grade level (K-5) to operate a classroom-based summer school program for five (5) weeks after the end of the regular school year. This program will consist of three (3) hours of in-struction four (4) days a week: ~90-120 minutes of targeted, remediated English Language Arts (ELA) instruction and ~60 minutes of targeted, re-mediated mathematics instruction.	Academic Support Program	Tier 2	Implement	06/22/2015	07/23/2015	\$3680	Title I Part A	Mark Brenton, building principal.

Activity - Summer School Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Polk Elementary School

The three elementary Learning Specialists will meet during the course of the school year and work, in collaboration with classroom teachers, to develop a remediative program for English Language Arts (ELA) and mathematics specifically targeting Tier 2 and 3 Rtl/MTSS students identified as in need of summer school.	Curriculum Development	Tier 2	Implement	03/02/2015	04/24/2015	\$800	Title I Part A	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist.
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Strategy 4:

Extracurricular Academic Support - Polk Elementary School classroom teachers will provide before and/or after school academic support in Reading and Mathematics. Programs will consist of targeted interventions based on student needs, but will also focus on development of foundation skills, including (but not limited to) developing academic vocabulary in the relevant subject area.

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 2

Activity - Extracurricular Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compensate instructional personnel for operating before or after school academic support programs.	Academic Support Program	Tier 2	Implement	10/05/2015	05/27/2016	\$6624	Title I Part A	Mark Brenton, building principal; instructional staff.

Strategy 5:

Technology Integration - Polk Elementary School classroom teachers will be furnished with an Apple iPad 3 – and provided with supplemental training in the use of those devices – with the purpose of improving instruction, assessment and classroom management. As a caveat, teachers will only receive their iPads with the understanding that they must attend extracurricular training.

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 1

Activity - Purchase Tablets (Staff)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Polk Elementary School

Purchase one (1) iPad 3/instructional staff member.	Materials	Tier 1	Implement	10/06/2014	10/31/2014	\$7550	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director.
Activity - Purchase iPads (Classroom)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase one (1) class set of 30 iPad 3 tablets with the associated wireless network charging station storage cart.	Academic Support Program	Tier 1	Getting Ready	10/06/2014	10/31/2014	\$15750	Title I Part A	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director.
Activity - Tablet Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide after-hours training to instructional staff regarding the use of tablets to improve instruction, assessment and classroom management.	Professional Learning	Tier 1	Implement	10/06/2014	05/29/2015	\$500	Title I Part A	Mark Brenton, building principal.

Goal 3: All students will improve or maintain school-appropriate behaviors.

Measurable Objective 1:

demonstrate a behavior Polk Elementary School staff will collaborate to insure students demonstrating behaviors inappropriate to the school setting are monitored and interventions are in place for them to "Be Safe, Be Respectful, and Be Responsible." by 06/12/2015 as measured by observation of a continual decrease in Office Discipline Referrals (ODRs), suspensions, and monthly card flips..

Strategy 1:

PBIS Team Meetings - The Polk Elementary School PBIS Team, consisting of at least one teacher from each grade level, the school counselor, and the building administrator, will meet on a monthly basis for the purposes of evaluating the PBIS program.

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 1

School Improvement Plan

Polk Elementary School

Activity - PBIS Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will work together to support the schoolwide PBIS program.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Mark Brenton, building principal; Tamara Nabozny, school counselor; Paula Lenington, media specialist.

Activity - PBIS Pyramid Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the PBIS pyramid that is already available to the staff, the PBIS team will look closely for students that do not make the end of the month reward for three consecutive months, and will develop individual plans for these students and for students that have received five or more card flips during two consecutive months.	Behavioral Support Program	Tier 1	Monitor	10/01/2014	06/12/2015	\$0	No Funding Required	Mark Brenton, building principal; Tamara Nabozny, school counselor; Paula Lenington, media specialist.

Strategy 2:

Individualized Behavior Plans - The PBIS team will be broken into grade level committees, meeting during one common prep per month, to review Individualized Behavior Plans (IBP), identify problematic behaviors and trends, and decide to dismiss, move, or include students from tiered interventions. These committee meetings will be no longer than 60 minutes and all efforts will be made to include parents, the building administrator, and other school personnel that could prove intricate for decision making (i.e. school psychologist, school counselor, etc.).

Category:

Research Cited: Hattie, J. Visible Learning, 2009.

Tier: Tier 2

Activity - Individualized Behavior Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Polk Elementary School

<p>The school counselor will work with classroom teachers and members of the PBIS team to develop Individualized Behavior Plans (IBP) for students on Tiers 2 and 3 of the PBIS program.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>10/01/2014</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Mark Brenton, building principal; Tamara Nabozny, school counselor; PBIS team.</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Development	Purchase copies of Robert Marzano's Academic Vocabulary text for each instructional staff member.	Curriculum Development	Tier 1	Implement	09/01/2015	09/11/2015	\$700	Mark Brenton, building principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tablet Training	Provide after-hours training to instructional staff regarding the use of tablet devices to improve instruction, assessment and classroom management.	Professional Learning	Tier 1	Getting Ready	11/02/2015	02/26/2016	\$500	Mark Brenton, building principal
Purchase Tablets (Staff)	Purchase one (1) iPad 3/instructional staff member.	Materials	Tier 1	Implement	10/06/2014	10/31/2014	\$7550	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director.
Target Time	Classroom teachers will, after the fall NWEA Measures of Academic Progress (MAP) testing is complete, collaborate to develop a targeted assistance program for groups of students with similar academic needs. These groups will meet three (3) times weekly from October through May; groups will be adjusted/alterd after winter NWEA testing (February). All students in need of remediative support will work in small groups, while students operating at or above grade level will work in larger groups, dividing into small 3-5 person literature circles.	Academic Support Program	Tier 2	Implement	11/03/2014	05/29/2015	\$12000	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist

School Improvement Plan

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Brainstormers!	The supplemental program, Brainstormers!, will be invited to perform at Polk Elementary School to encourage students to write.	Academic Support Program	Tier 1	Implement	03/02/2015	05/29/2015	\$1800	Mark Brenton, building principal; Michelle Van Esley, teacher; Renee Bozinovski, teacher.
Summer School Development	The three elementary Learning Specialists will meet during the course of the school year and work, in collaboration with classroom teachers, to develop a remediative program for English Language Arts (ELA) and mathematics specifically targeting Tier 2 and 3 Rtl/MTSS students identified as in need of summer school.	Academic Support Program	Tier 3	Implement	03/02/2016	05/27/2016	\$800	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist
Summer School	The district will fund one teacher per grade level (K-5) to operate a classroom-based summer school program for five (5) weeks after the end of the regular school year. This program will consist of three (3) hours of in-struction four (4) days a week: ~90-120 minutes of targeted, remediated English Language Arts (ELA) instruction and ~60 minutes of targeted, re-mediated mathematics instruction.	Academic Support Program	Tier 3	Implement	06/17/2016	07/22/2016	\$3650	Mark Brenton, building principal
Tablet Training	Provide after-hours training to instructional staff regarding the use of tablets to improve instruction, assessment and classroom management.	Professional Learning	Tier 1	Implement	10/06/2014	05/29/2015	\$500	Mark Brenton, building principal.
Purchase Tablets (Classroom)	Purchase one (1) class set of 30 tablets with the associated wireless network charging station storage cart.	Technology	Tier 1	Getting Ready	09/01/2015	11/27/2015	\$15750	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director
Learning Specialist	The district will employ a Learning Specialist (also referred to as a Title I teacher), paying for his/her services with Title IA funds.	Academic Support Program	Tier 2	Implement	07/01/2015	06/30/2016	\$130000	Carole Beverwyk, Assistant Superintendent

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Purchase Tablets (Staff)	Purchase one (1) tablet computing device/instructional staff member.	Technology	Tier 1	Implement	09/01/2015	11/27/2015	\$7550	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director
Purchase iPads (Classroom)	Purchase one (1) class set of 30 iPad 3 tablets with the associated wireless network charging station storage cart.	Academic Support Program	Tier 1	Getting Ready	10/06/2014	10/31/2014	\$15750	Mark Brenton, building principal; Jerry Fitzgerald, Technology Director.
IXL Math	Purchase licenses for IXL and Compass Learning Odyssey.	Academic Support Program	Tier 2	Monitor	09/01/2015	06/10/2016	\$1800	Mark Brenton, building principal.
Summer School Development	The three elementary Learning Specialists will meet during the course of the school year and work, in collaboration with classroom teachers, to develop a remediative program for English Language Arts (ELA) and mathematics specifically targeting Tier 2 and 3 RtI/MTSS students identified as in need of summer school.	Curriculum Development	Tier 2	Implement	03/02/2015	04/24/2015	\$800	Mark Brenton, building principal; Penny LeBlanc, Learning Specialist.
Extracurricular Academic Support	Compensate instructional personnel for operating before or after school academic support programs.	Academic Support Program	Tier 2	Implement	10/05/2015	05/27/2016	\$6624	Mark Brenton, building principal; instructional staff.
Title I Paraprofessional	The district will employ a Title I paraprofessional (also referred to as a Title I teacher), paying for his/her services with Title I funds.	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$30000	Carole Beverwyk, Assistant Superintendent
Summer School	The district will fund one teacher per grade level (K-5) to operate a classroom-based summer school program for five (5) weeks after the end of the regular school year. This program will consist of three (3) hours of in-struction four (4) days a week: ~90-120 minutes of targeted, remediated English Language Arts (ELA) instruction and ~60 minutes of targeted, re-mediated mathematics instruction.	Academic Support Program	Tier 2	Implement	06/22/2015	07/23/2015	\$3680	Mark Brenton, building principal.

School Improvement Plan

Polk Elementary School

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Books	Purchase copies of Robert Marzano's Academic Vocabulary text for each instructional staff member.	Materials	Tier 1	Implement	09/02/2014	09/30/2014	\$680	Mark Brenton, building principal.
Daily 5/CAFE Texts	Instructional personnel will be provided copies of the new editions of the Daily 5 and CAFÉ texts.	Materials	Tier 1	Monitor	09/01/2015	10/09/2015	\$850	Mark Brenton, building principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized Behavior Plans	The school counselor will work with classroom teachers and members of the PBIS team to develop Individualized Behavior Plans (IBP) for students on Tiers 2 and 3 of the PBIS program.	Behavioral Support Program	Tier 2	Implement	10/01/2014	06/12/2015	\$0	Mark Brenton, building principal; Tamara Nabozny, school counselor; PBIS team.
Book Study	Conduct a book study using Robert Marzano's Academic Vocabulary text.	Professional Learning	Tier 1	Implement	10/05/2015	12/18/2015	\$0	Mark Brenton, building principal
PBIS Pyramid Analysis	Using the PBIS pyramid that is already available to the staff, the PBIS team will look closely for students that do not make the end of the month reward for three consecutive months, and will develop individual plans for these students and for students that have received five or more card flips during two consecutive months.	Behavioral Support Program	Tier 1	Monitor	10/01/2014	06/12/2015	\$0	Mark Brenton, building principal; Tamara Nabozny, school counselor; Paula Lenington, media specialist.
Reading A to Z Training	Title I teacher and other staff trained in the use of Reading A to Z and RAZKids.com will provide training to staff on an as-needed basis during professional development time, prep time, and so forth.	Professional Learning	Tier 1	Monitor	09/07/2015	06/10/2016	\$0	Penny LeBlanc, Learning Specialist

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Polk Elementary School

PBIS Team Meetings	Staff members will work together to support the schoolwide PBIS program.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Mark Brenton, building principal; Tamara Nabozny, school counselor; Paula Lenington, media specialist.
Book Study	Conduct a book study using Robert Marzano's Academic Vocabulary text.	Professional Learning	Tier 1	Implement	10/06/2014	04/27/2015	\$0	Mark Brenton, building principal.