

Lake Wales Charter Schools

Polk Avenue Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

<http://lwcharterschools.com/polkave>

Demographics

Principal: Anna Barcenas

Start Date for this Principal: 4/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (50%) 2016-17: C (53%) 2015-16: B (54%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

<http://lwcharterschools.com/polkave>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	73%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	B

School Board Approval

N/A

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Quam, Gail	Principal	Our leadership team is a critical part of shared decision making. Mrs. Quam and Mrs Hixenbaugh do make the final decision as the instructional leaders, but our resource teachers have a lot of input. Mrs. Quam and Mrs Hixenbaugh do instructional observations and provide feedback.
Hixenbaugh, Shay	Assistant Principal	Our leadership team is a critical part of shared decision making. Mrs. Quam and Mrs Hixenbaugh do make the final decision as the instructional leaders, but our resource teachers have a lot of input. Mrs. Quam and Mrs Hixenbaugh do instructional observations and provide feedback.
Saran, Ambica	Instructional Coach	Mrs. Saran is our Title I and Math Resource Teacher. She works on data for the team and presents in a format everyone can use. In addition she directly supervises math and holds monthly professional development as well as works with our math consultant.
Kelly, Melissa	Instructional Coach	Mrs. Kelly provides science instruction to all of our students. She meets with 3-5th grade students weekly and K-2 monthly. She works with the teachers to ensure that science instruction is happening at a high level and provides professional development for the teachers.
Fletcher, Melanie	Other	Ms. Fletcher is the ESE Facilitator and she work with teachers on the MTSS process.
Roe, Patti	Instructional Coach	Ms. Roe is our Reading Resource Teacher and she tutors struggling students and supports reading teachers.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	112	92	94	102	71	85	0	0	0	0	0	0	0	556
Attendance below 90 percent	13	11	6	5	9	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	3	2	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	8	22	33	0	0	0	0	0	0	0	63

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	19	2	1	8	4	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	19	18	7	14	18	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	28	23	0	0	0	0	0	0	0	87

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators		0	0	0	6	12	4	0	0	0	0	0	0	22

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	19	18	7	14	18	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	28	23	0	0	0	0	0	0	0	87

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	6	12	4	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	0%	57%	34%	0%	55%
ELA Learning Gains	60%	0%	58%	51%	0%	57%
ELA Lowest 25th Percentile	56%	0%	53%	58%	0%	52%
Math Achievement	50%	0%	63%	51%	0%	61%
Math Learning Gains	65%	0%	62%	56%	0%	61%
Math Lowest 25th Percentile	54%	0%	51%	56%	0%	51%
Science Achievement	49%	0%	53%	62%	0%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	112 (0)	92 (0)	94 (0)	102 (0)	71 (0)	85 (0)	556 (0)
Attendance below 90 percent	13 (19)	11 (18)	6 (7)	5 (14)	9 (18)	9 (12)	53 (88)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	1 (0)	3 (0)	2 (0)	1 (0)	0 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (36)	22 (28)	33 (23)	63 (87)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%			58%	-24%
	2018	30%			57%	-27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	44%			58%	-14%
	2018	37%			56%	-19%
Same Grade Comparison		7%				
Cohort Comparison		14%				
05	2019	46%			56%	-10%
	2018	38%			55%	-17%
Same Grade Comparison		8%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%			62%	-18%
	2018	40%			62%	-22%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	50%			64%	-14%
	2018	51%			62%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
05	2019	56%			60%	-4%
	2018	68%			61%	7%
Same Grade Comparison		-12%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%			53%	-5%
	2018	51%			55%	-4%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	33	42	27	44	47					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	31	56	44	51	68	50	45				
BLK	36	56		38	47	50	33				
HSP	37	58	50	51	68	57	58				
WHT	51	66		59	71		50				
FRL	40	58	57	48	65	58	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	57	60	19	36						
ELL	16	50	69	38	56	36	27				
BLK	30	50		43	63		40				
HSP	29	54	61	47	67	35	52				
WHT	45	40	27	65	73	55	62				
FRL	33	49	52	49	67	45	47				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement component showed the lowest performance. Our student lack language experience and thus their vocabulary is low and is a contributing factor to lower test scores. We did have 2 new teachers in our third grade. Attendance is also a factor for our school.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science achievement showed the greatest decline from the prior year. Math and Science block time had to be reduced to add additional power hour to the ELA block as our school was on the lowest 300 reading schools list.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement shows the greatest gap when compared to the state average. Our student lack language experience and thus their vocabulary is low and is a contributing factor to lower test scores. We did have 2 new teachers in our third grade.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains showed the most improvement. We added a new phonetic program as well as a writing program with higher rigor. We believe that the writing scores helped our learning gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an area of concern.
 Our Level 1 students are another area of concern.
 Our SWD is a subgroup that we will be focusing on as well.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities
2. Level 1 students
3. Attendance
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Mathematics
Rationale	Basic facts are the building blocks to math success. By incorporating basic fact fluency practice during the school day we will build a strong foundation. Success in Mathematics is based on emphasizing conceptual understanding over procedures. We will engage students and encourage their curiosity through authentic problems.

State the measurable outcome the school plans to achieve	Increase Mathematics FSA achievement by 3% from 50% to 53%.
Person responsible for monitoring outcome	Ambica Saran (ambica.randev@lwcharterschools.com)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Math Fact Fluency for a minimum of 10 minutes daily. 2. We provide explicit and implicit systematic instruction.
Rationale for Evidence-based Strategy	We used the What Works Clearinghouse to ensure that we are using evidence based strategies.

Action Step

Description	<ol style="list-style-type: none"> 1. Regular practice of math facts using Rocket Math 2. Building conceptual knowledge through Eureka Math for long term success 3. Math family involvement night will be held to provide training and resources to parents to help their child at home. 4. Math Tutoring will be provided to struggling students 5.
Person Responsible	Ambica Saran (ambica.randev@lwcharterschools.com)

#2	
Title	Language Arts
Rationale	Providing research based instruction requires professional development based upon action research.
State the measurable outcome the school plans to achieve	Increase English Language Arts FSA achievement by 3% from 41% to 44%.
Person responsible for monitoring outcome	Patti Roe (patti.roe@lwcharterschools.com)
Evidence-based Strategy	The programs that we will be using in the classroom have the following evidence-based strategies: <ol style="list-style-type: none"> 1. Summarization 2. Inferencing 3. Build schema
Rationale for Evidence-based Strategy	We used the What Works Clearinghouse to ensure that we are using evidence based strategies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Plan, schedule, conduct, and participate in reading professional development including, but not limited to, " Standard based Language Arts lessons, Saxon Phonics, and Top Score writing. 2. Teachers will be trained on standards. 3. ELA family involvement night will be held to provide training and resources for parents to help their child at home. 4. Provide ELA tutoring for selected students. 5.
Person Responsible	Patti Roe (patti.roe@lwcharterschools.com)

#3	
Title	Science
Rationale	Science knowledge can be improved by exposing student to a variety of non-fiction materials which is provided in our new reading series.
State the measurable outcome the school plans to achieve	Increase Science FSA achievement by 3% from 49% to 52%.
Person responsible for monitoring outcome	Melissa Kelly (melissa.kelly@lwcharterschools.com)
Evidence-based Strategy	1. Building background knowledge. 2. Provide hands on student centered experiences.
Rationale for Evidence-based Strategy	We used the What Works Clearinghouse to ensure that we are using evidence based strategies.
Action Step	
Description	1. K-5 Teachers will use periodic non fiction materials, 3-5 Science Boot Camp nonfiction materials, and Ready Gen for the classrooms. 2. Science family involvement night will be held to provide training and resources for parents to help their child at home. 3. Each grade level will take one field trip annually to help build background. 4. 5.
Person Responsible	Melissa Kelly (melissa.kelly@lwcharterschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will build positive relationships with parents, families, and other community stakeholders through the following opportunities:

1. Title I Annual Meeting
2. Literacy, Mathematics, and Science Family Involvement Nights (3 separate events)
3. Leadership Day
4. Data & Donuts Day
5. Dads to School Day

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Strategy #1

Our kindergarten team led by our K Support teacher assists preschool children in transition from Early Childhood programs to our elementary school by providing the following: Kindergarten Roundup (pre-registration and visitation of Kindergarten classrooms); Readiness screening in spring and summer prior to Polk Avenue Elementary kindergarten program; Kindergarten Week is provided for all incoming kindergarten students during summer to ease the transition to school. During this program, kindergarten students attend school during the summer. The kindergarten teachers use this time to help the students and the parents understand curriculum and routines that will be used during the year. We offer a staggered start to the school year for our kindergarten students in which small groups begin school year over three days.

All 5th grade students tour potential middle schools at the end of their 5th grade year and assistance is given in applications and schedules.

Strategy #2

Our K support teacher assesses each K student upon entry to Polk Avenue Elementary and places them according to their skills in their classrooms. This gives our teachers information regarding students needs from the onset of the school year.

Strategy #3

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

Strategy #4

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

Strategy #5

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

Strategy #6

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

Strategy #7

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

Strategy #8

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

N/A

N/A

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

Utilizing data obtained from the quarterly Progress Monitoring tool, the Principal and School Counselor meet monthly with each grade level to identify students in need of extra supports. Tier 2 interventions are developed and reviewed at each of these meetings. If the student's progress, as determined by the measurement tool identified at these meetings shows that the student needs further assistance, then an MTSS /RTI meeting is scheduled. At that meeting the team members determine if there is a need for Tier 3 interventions. If so, such interventions are developed and progress monitoring tools for that intervention are identified. Once there has been adequate time to assess how the interventions are working for the student, then a second MTSS/RTI meeting is held to review the data and determine future courses of action.

Title I Part A, funds school-wide services to Polk Avenue Elementary. It provide supplemental instructional resources and interventions for students with academic achievement needs such as after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Migrant students enrolled in Polk Avenue Elementary will be assisted by the school and by the District Migrant Education Program (MEP).

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Professional development resources are available to all schools through Title II funds. Funds available to Polk Avenue Elementary are used to purchase Professional Development for teachers.

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

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program.

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

We will be partnering with Warner College for mentoring this year. We honor our alumni that graduate from High School and our attending a college in our hallway. College pins are hanging in the hallway to inspire students to go to college. Each teachers name plate outside each teachers door is a banner honoring their college.

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

We use college pendants, banners in each grade level indicating the year that student cohort would graduate from college, added the colleges to each of our staff members to their entry way, and we also partner with Polk Education Foundation and are recipients of one 5th grade scholarship to Polk State College for four years.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Mathematics				\$68,962.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	1351 - Polk Avenue Elementary School	Title, I Part A	100.0	\$68,962.00
			<i>Notes: Salary</i>			
2	III.A.	Areas of Focus: Language Arts				\$58,013.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	1351 - Polk Avenue Elementary School	General Fund		\$58,013.00
			<i>Notes: Salary</i>			
3	III.A.	Areas of Focus: Science				\$74,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	1351 - Polk Avenue Elementary School	Title, I Part A	100.0	\$74,082.00
			<i>Notes: Salary</i>			
					Total:	\$201,057.00