Polk Avenue Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Polk Avenue Elementary School

110 POLK AVE E, Lake Wales, FL 33853

http://lwcharterschools.com/polkave

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Barcenas, Anna	Principal	
Hixenbaugh, Shay	Assistant Principal	
Saran, Ambica	Math Coach	
Sheppard, Tammy	Reading Coach	
Kelly, Melissa	Science Coach	
Oguntola, Laposha	Other	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We share the SIP with our School Advisory Committee (SAC) in fall and spring to get their feedback and input. Based on the input from our SAC we make changes or edits to the SIP. Once formed in September our SAC would include all above mention stakeholders.
Our Administration, Reading, Math, and Science coaches will share the SIP with teachers in their monthly department meeting and review it after each progress monitoring to determine if there any edit needed.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School administration will review the SIP after every progress monitoring and make adjustment to instructional practice, instructional coaching, and lesson planning as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2020-21: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	12	14	14	17	18	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	3	3	1	0	0	0	7
Course failure in Math	0	0	1	2	2	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	13	17	34	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	0	9	14	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	11	16	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	2	13	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	56	13	4	15	8	11	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	16	12	40	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	13	14	47	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	7	5	7	0	0	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	2	1	16	0	1	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	56	13	4	15	8	11	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	16	12	40	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	13	14	47	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	7	5	7	0	0	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	2	1	16	0	1	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30		53	34		56	38		
ELA Learning Gains				45			52		
ELA Lowest 25th Percentile				38			50		
Math Achievement*	31		59	35		50	41		
Math Learning Gains				38			55		
Math Lowest 25th Percentile				30			39		
Science Achievement*	34		54	36		59	55		
Social Studies Achievement*						64			
Middle School Acceleration						52			
Graduation Rate						50			
College and Career Acceleration						80			
ELP Progress	53		59	52			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	2
ELL	28	Yes	2	1
AMI				
ASN				
BLK	19	Yes	2	2
HSP	35	Yes	1	
MUL				
PAC				
WHT	45			
FRL	34	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	27	Yes	1	1
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	39	Yes	1	
FRL	37	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			31			34					53
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	45	38	35	38	30	36					52
SWD	13	28	23	16	34	30	7					47
ELL	30	47	56	36	41	29	30					52
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	24	29	21	25	32	31	24					
HSP	40	58	54	39	41	28	43					51
MUL												
PAC												
WHT	36	41		39	44	30	42					
FRL	29	43	39	33	38	31	31					53

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	52	50	41	55	39	55					44
SWD	18	39	45	24	52	18	37					35
ELL	31	58		48	73		61					44
AMI												
ASN												
BLK	33	50		29	36		17					
HSP	37	64		47	64		60					45
MUL												
PAC												
WHT	44	32		39	53		72					
FRL	35	52	47	39	54	33	55					41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Reading achievement showed the lowest performance among the 3 areas of focus (Reading-31%, Science-33%, & Math- 35%).

Among the subgroups, achievement of our black student population was the lowest performing subgroup in mathematics (11%) followed by English Language Learners in ELA, (13%) and Student with Disability in ELA (13%).

Some of the factors contributing to this is low performance are related to staffing. For the current year, we are adding a 3rd ESE teacher to support and work with our students with disabilites to decrease the case load for our ESE inclusion teacher. We are seeking a new experienced ELL teacher to provide services to our ELL students. Our system has also began to hold ELL deptmartment meetings to support ELL paras and teachers in ELL strategies and resources. In August our 3rd-5th grade teachers and paras participated in an ELL training inhouse with our Bilingual specialist. K-2 will complete the ELL training in late fall.

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

The ELL student population showed the greatest decline in mathematics followed by our ELL student population in ELA.
We are seeking a new experienced ELL teacher to provide services to our ELL students. Our system has also began to hold ELL deptmartment meetings to support ELL paras and teachers in ELL strategies and resources. In August our 3rd-5th grade teachers and paras participated in an ELL training inhouse with our Bilingual specialist. K-2 will complete the ELL training in late fall. We are also reviewing our para's schedules and how they document student contact.

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.

We don't have access to the state breakdown data.

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

The white student population showed improvement in mathematics.

As a school we did intentional work on the BEST Math Standards, the Big M's with our staff to support student learning. We also offered math tutoring during the day and after school. We offered these to all subgroups on campus, and we will continue to provide these supports to all students in all subgroups.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students absent for 10% or more days is one potential area of concern followed by Level 1's in ELA.

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

1. Attendance
2. ELA
3. ELL students
4. Black subgroup in Mathematics
5. SWD

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As per the Spring 2023 FAST assessment data, Math achievement has dropped or stayed the same in each cohort and this has led us to identify Math as an area of need. This comparison was made between two different assessment (Spring 2022 FSA and Spring 2023 FAST).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase our achievement by 3% or more from Spring 2023 (35%) to Spring 2024 (38%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will conduct state progress monitoring 3 times a year to monitor our student progress. K-2 will conduct Star Assessment and 3-5 will conduct FAST assessment in Fall, Winter, and Spring.
After completing each state progress monitoring assessment, we will analyse data to identity benchmarks that have not been mastered and identify learning targets for each grade level to work on before next progress monitoring window.
In addition to this, we will also conduct iReady diagnostic assessment in math to identify skills and concepts for providing remedial small group instruction and interventions.
We will conduct Go Math benchmark assessments after completing each benchmark for each grade and to identify professional development and instructional needs.

Person responsible for monitoring outcome:

Anna Barcenas (anna.barcenas@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategy 1: Activating prior knowledge
Strategy 2: Explicitly providing Math vocabulary instruction
Strategy 3: Implement data driven instruction in small groups
Strategy 4: Increase parent engagement and awareness on how they can help their child with math at home.
Strategy 5: Improve teacher capacity by providing professional development
Strategy 6: Providing additional support to struggling students
Strategy 7: Student-centered and hands on learning
Strategy 8: Strengthen Tier 1 Instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The above mentioned strategies are evidence based strategies for improving mathematics instruction. Activating prior knowledge for previous years standards will help with bridging the summer learning loss. Explicit math vocabulary instruction will help our population of english language learner, our students wil language deficiency, and our low socio economic students with low experiential background. data driven instruction in small groups will help us provide targeted differentiated instruction to our struggling students. Parent partnership and engagement helps improve attendance and behavior. Improving teacher capacity will help us improve teacher retention. Student-centered and hands on learning increases student participation and engagement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: We plan to activate prior knowledge by making connections to prior knowledge before beginning a new concept or lesson by beginning math instruction each day with the problem of the day. These problems will be selected based on the horizontal alignment of standards with the previous grade levels standards.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 2: We plan to incorporate math vocabulary instruction at the beginning of each lesson or benchmark taught to ensure that our students have a better understanding of the lesson or standards being taught.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 3: We have allocated one-third of our math instructional block for remedial small group instruction. Each math class will have 2-3 rotation during this time. During these rotations throughout the week the students will be working on the following:
- teacher directed instruction to improve grade level standards mastery
- iReady math personal learning pathway for a minimum of 45 minutes a week
- Independent or collaborative practice

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 4: We will conduct a school wide Math family engagement night to provide training and resources to parents and families.
Grade levels will conduct need based math family engagement nights.
We will share materials and resources with parents through the school website and social media.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 5: Our math coach led monthly department meeting where math teachers will collaborate and look at best practices and strategies to improve math standard based instruction.
During Math department meeting math teachers will collaborate to look at data to identify learning targets for each quarter.
Math coach will observe math classes and provide feedback, co-planning, and modeling to teachers as needed.
New Math teachers will be given an opportunity to observe their peers.
Math teachers will be participate in Visible Learning in Mathematics book study led by math coach.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 6: We will provide additional support to struggling students by providing:
- After school tutoring to our level 1 & level 2 students.
- Our math coach will work with level 1 and low level 2 students for remedial instruction to bridge gaps in foundational skills.
- Our ESE inclusion teachers or paraeducators will push in to provide support to our ESE students struggling during math instructional block.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 7: Math classroom instruction will incorporate hands on explorations through the use of manipulatives and will utilize mathematical thinking and reasoning standards.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 8: We have adopted a new math curriculum (HMH Go Math) for K-5 that matches Florida's BEST Standards for Mathematics that will help us strengthen our Tier 1 instruction in classrooms. We will also provide PD to help teachers understand how to implement the curriculum.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Fall 2023

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As per the Spring 2023 FAST assessment data, Math achievement has dropped or stayed the same in each cohort and this has led us to identify Math as an area of need. This comparison was made between two different assessment (Spring 2022 FSA and Spring 2023 FAST).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase our achievement by 3% or more from 2022-23 (31%) to 2023-24 (34%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will conduct state progress monitoring 3 times a year to monitor progress. K-2 will conduct Star Assessment and 3-5 will conduct FAST assessment in Fall, Winter, and Spring.
After completing each state progress monitoring assessment, we will analyze data to identity benchmarks that have not been mastered and identify learning targets for each grade level to work on before next progress monitoring window.
In addition to this, we will also conduct iReady diagnostic assessment in Reading to identify skills and concepts for providing remedial small group instruction and interventions.

Person responsible for monitoring outcome:

Anna Barcenas (anna.barcenas@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategy 1: Strengthen Tier 1 instruction
Strategy 2: Differentiated small group instruction to target individualized needs.
Strategy 3: Increase parent engagement and awareness on how they can help their child with ELA at home.
Strategy 4: Improve teacher capacity by providing professional development.
Strategy 5: Providing additonal support to struggling students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

There are some foundational knowledge gaps and the strategies will guide us to identify what skills and support are needed in each grade level.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will strengthen Tier 1 instruction (strategy 1) by putting new systems in place for weekly data driven standards planning with grade levels, support teachers, instructional coach, and adminstration.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Small group instruction (strategy 2): The students are identified by teacher observation and progress monitoring data (Star Assessment for K-2, FAST assessment for 3-5, and iReady K-5). These differentiated small groups will allow systematic, explicit and scaffolded instruction along with corrective feedback to the students in order to increase student achievement. University to Florida will provide small group instruction training to our ELA teachers.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

We will conduct a Literacy family engagement night (strategy 3). We share resources with parents about how to discuss what their child is reading, enhance their reading comprehension strategies, and also provide them with books to take home to build their personal library. Materials distributed at the literacy family engagement night will be available online.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

we will provide professional development (strategy 4) for iReady, ELL and ESE strategies training. We will partner with the University of Florida to provide small group instruction training to our teachers throughout the school year. In addition, our staff will participate in trainings provided by Just Read, Florida! by the State's regional literacy directors.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

By offering ELA after school tutoring and intervention during school. Students have been selected for this additional support based on testing data, observation, and data from iReady. Students identified ESSA.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As per the Spring 2023 FSA assessment data, Science achievement has dropped by 3% and this has led us to identify Science as an area of need.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase our achievement by 3% or more from 2022-23 (33%) to 2023-24 (36%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use progress monitoring conducted 3 times a year to monitor progress. We will also track monthly our teachers and students use of our speed bag drawings to teach science concepts and vocabulary.

Person responsible for monitoring outcome:

Anna Barcenas (anna.barcenas@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategy 1. Strenghten Tier 1 Science instruction and building background knowledge.
Strategy 2. Provide hands on student centered experiences.
Strategy 3. PLC's monthly to provide teachers with instructional planning
Strategy 4. Improve family engagement and awareness about how to help their child at home with Science.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. There are some foundational knowledge and vocabulary gaps; the benchmarks will guide us to identify what background knowledge is needed in each grade level.
2. Making real world connection by hands on lesson and labs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Staff will strengthen tier 1 instruction and build background knowledge (strategy 1) by reading and discussing non fiction materials. 3-5 teachers will also use an updated Digital Science Boot Camp nonfiction materials. K-5 will use our science speed bags (Science illustration) to assist in vertical concept and vocabulary development.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 2: Each grade level will take one field trip annually to help build background and make connections to the benchmarks.
Grade 3-5 will attend our STEM lab weekly (strategy 2) which will provide hands on student centered experiences.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 3: We will hold monthly PLCs for our Science teachers (strategy 3) with our science coach to review benchmarks and lesssons to ensure tasks are appropriate and support vertical planning to teach vocabulary and concepts. Select staff to attend FAST Conference to report back to Science PLC meeting on their learning to impact classrooms across campus.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

Action Step 4: We will conduct a STEM family engagement night in spring to provide resources to families to help their child at home with Science.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We spend a lot of time and effort in training and development of our teachers. We also invest in building leadership and positive behavior culture in our students. Hence, it is important that our teachers and students return to our school each year so that we are not starting over. This will result in improving our student achievement and teacher capacity.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to maintain 85% of our staff from year to year and to continue to decrease our teacher turn over rate.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

At the end of the year we will look at our teacher turn over data and comapre it to last school year to determine the progress in this area of focus.

Person responsible for monitoring outcome:

Anna Barcenas (anna.barcenas@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Building teacher capacity and teacher collective efficacy through staff development, professional learning communities, book studies and various opporutnities for our teachers to participate in instructional rounds will assist us in providing intervention to our teachers who need support and build a successful school culture for our staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies have been selected because our goal is to build a school culture for our staff. It supports our learning of John Hattie's work through Visible Learning and our Leader in Me model. Leader in Me is based on a theory of change known as the See-Do-Get Cycle. When you change the way you SEE things, it influences what you DO and the results you GET. We are encouraging our staff to support each other and their students in getting increased student achievement results while increating their collective efficacy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will provide Leader in Me and PBIS training for our new and returning staff and we if available, we will send our new teachers to go and visit local Leader in Me schools.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Spring 2023

New staff members will participate in a New Teacher Action Team during the 1st semester of the school year to assist in supporting them in there transition to Polk Avenue Elementary.

Person Responsible: Anna Barcenas (anna.barcenas@lwcharterschools.com)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We `are utilizing our school improvement funding allocation to meet the need of our four area of focus (Reading, Math, Science, and Culture & Climate) and ESSA subgroups. We have allocated our resources based on the needs for each focus area to help improve student achievement.

The Title I Part A funds are used to provide additional support to teachers and students by having a Reading Coach , Math Coach , Science Coach, and Network Manager. These personnel will provide support to our struggling students and provide training to teachers to meet our school improvement needs.

We are utilizing our UniSIG funding to provide professional development for improving our small group instruction, to purchase Visible Learning for Mathematics for our math teachers for a book study during our monthly mathematics department meeting, and to purchase additional books for our school library. In addition, we are also providing Data Wise training for our coaches, administration, and grade chairs.

We are utilizing a portion of the UniSIG funds to retain and reward our high performing teachers who increase student achievement.

A portion of the funds will be used to provide teachers with instructional materials to supplement classroom resources to improve instruction.

The rationale for allocating the funds in these areas is based on our needs assessment to strengthen each area of focus and meet the needs of our struggling ESSA sub groups.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

After looking our STAR assessements, we have identified the following as the areas of focus:
1. Phonological Awareness
2. Vocabulary
3. Phonics & Word Analysis
4. Fluecy
5. Reading Informational Texts

These areas are critical for student learning. Fluecncy and reading high frequency words by site, alphabetic decoding, blending, and phonemic awareness are foundational skills in learning how to read. Building vocabulary increases reading and listening comprehension which also improves writing skills. We want to build our students' ability to use grade appropriate vocabulary and use context clues to verify meaning. When reading informational text we want students to retell key details and use strategies to aide in their understanding.

The rationale for choosing these strategies is data gathered from STAR early literacy and STAR reading. Upon data analysis, these areas were identified as greatest need for intervention.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

After looking at our 3rd - 5th Grade STAR Reading data, we have identified the following as areas of focus:
1. Vocabulary
2. Phonics & Word Analysis
3. Reading Informational Text
4. Reading Prose & Poetry

These areas are critical for students improve in the area of literacy. Phonics and word analysis can improve reading outcomes by providing strategies for when students encounter complex words in fiction and non-fiction text. Building vocabulary increases reading comprehension which also improves writing skills. Building vocabulary and improving their skills to use context cluee and better understand multi-meaning words. Reading informational texts and becoming more confident with non-fiction will assist our students with using text features and cite evidence. Our students also need additoinal support and strategies for working with point of view and working with literary text meaning.

The rationale for choosing these strategies is based on data gathered from STAR during the 22-23 school year. Upon data analysis, these areas were identified as greatest need for critical intervention.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

- All students are meeting their individualized reading goals set and tracked by the students and the teachers.
- 1st and 2nd grade will increase the number of words read by 5% each month as measure by

Accelerated Reader.
- Students progress will be tracked using iReady Diagnostic in addition to STAR Progress Monitoring.

Grades 3-5 Measurable Outcomes

- Increase English Language Arts State Assessment achievement by 3%.
- All students are meeting their individualized reading goals set and tracked by the students and the teachers.
- Grade Levels will increase the number of words read by 5% each month as measure by Accelerated Reader.
- Students progress will be tracked using iReady Diagnostic in addition to FAST Progress Monitoring.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

- State Progress Monitoring will be conducted three times a year.
- iReady Diagnostic will be conducted three times during the year.
- Data will be collected monthly from Accelerated Reader and iReady progress.
- Planning meetings to ensure tasks are aligned appropriatly to the state benchmarks.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Barcenas, Anna, anna.barcenas@lwcharterschools.com

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Wonders: core ELA curriculum and is aligned to the B.E.S.T. ELA Standards. We will be monitoring the progress for implementation through instructional walkthroughs, observations, and students grades throughout the year and weekly planning meetings.
- Accelerated Reader: supplemental program and is a part of our districts Reading plan. We will be monitoring usage and progress monthly.
- iReady: supplemental program and is a part of our districts Reading plan. We will be monitoring usage and progress monthly. It is also used as a part of our MTSS progress.
- Top Score Writing: supplemental writing program that assists in teaching the B.E.S.T. writing standards and is aligned appropriately.

- Maxscholar/Orton Gillingham: structured literacy program which offers explicit, systematic, and multi-sensory learning. It is a part of our districts Reading plan.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ○ Do the evidence-based practices/programs address the identified need?

- ○ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting these practices/programs is based on addressing the B.E.S.T. ELA Standards and our student population.
-Wonders was selected after a review was completed by teachers and other Lake Wales Charter Elementary Schools. Includes materials, assessments and activities throughout that will support areas of need.
- Accelerated Reader: used for and has proven to be an effective program that builds reading comprehension and fluency per the What Works Clearinghouse.
- iReady: provides various reports showing areas of needs; used in all classrooms and for collecting data during the MTSS process. Data collected is used for individual and small intervention groups to work towards closing achievment gaps and benchmark mastery.
- Top Score Writing: researched-based program that provides our targeted population daily writing instruction and practice.
- Maxscholar/Orton Gillginham: researched-based program which provides a perscriptive way to teach literacy.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ○ Literacy Leadership

- ○ Literacy Coaching

- ○ Assessment

- ○ Professional Learning

Action Step	Person Responsible for Monitoring
Administration will place school-wide emphasis on making reading gains and tracking students towards reaching their individualized reading goals. This will be tracked school-wide and progress will be discussed monthly. A Literacy Leadership Team is in place to support our campus with ELA instruction and will provide support for teachers and students throughout the year. The Administration will also meet regularly with the Literacy Coach to ensure all needs and concerns regarding ELA and B.E.S.T. standards are being addressed. Administration and coaches will also be using a coaching log throughout the year to ensure appropriate support and feedback throughout the year to all teachers on campus.	Barcenas, Anna, anna.barcenas@lwcharterschools.com
The Literacy Coach will prepare and support staff by holding ELA meetings monthly and additionally as needed. The Literacy Coach will conduct side-by-side coaching, model lessons, and assist staff with lesson planning and provide appropriate feedback to support our teachers as they use their data and resources to implement the B.E.S.T. ELA Standards. Small group intervention and planning ELA tutoring will also be a part of the Literacy Coach's responsibilities. The Literacy Coach will also participate on the Literacy Leadership Team. The Literacy Coach will analyze school-wide data to assist in making decisions related to literacy. The Literacy Coach will utilize the coaching log throughout the year to support staff and provide feedback.	
Administration, Literacy Coach, and all staff will be responsible for analyzing and using data from assessments to drive our instruction and decision making process when it relates to ELA. Staff will plan weekly on ELA lessons and review data with administration in order to track students progress to ensure students are making gains in the area of reading. These meetings and data discussions will directly impact classroom instruction which will result in an increase in our proficiency scores on the state assesement.	Barcenas, Anna, anna.barcenas@lwcharterschools.com
Administration and the Literacy Coach will seek out, schedule and provide needed professional learning throughout the school year. Staff will receive professional development from iReady during the year. Administration, Literacy Coach and Staff will also receive ongoing professional development from Just Read, Florida Literacy Coaches and the University of Florida in the area of small group instruction.	Barcenas, Anna, anna.barcenas@lwcharterschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will share the SIP and UniSIG budget to stakeholders in our School Advisory Committee (SAC) meeting . We will post our SIP on our school website. We will share information about SIP on the Title I annual meeting with parents.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school will build positive relationship with parents, families and community members by conducting building capacity events with focus on academics. Our will conduct the following family engagement events- Reading Family Engagement Night, Math Family Engagement Night, Science Family Engagement Night, and Leardership Day.
We will also post school information on our school website (ww.polkave.net) and social media.
Our grade levels will be send a monthly newsletter to the parents.
We will share our parent portal information with families on open house so that they can stay informed about their child's progress.
Our teachers will conduct at least one parent conference per semester to keep parents updated with their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We have taken the following steps to strengthen academic program and increase the amount and quality of learning in the school
- In Fall we will be providing our teachers with PD by the University of Florida Lastinger Center for Learning on small group differentiating instruction
- We have adopted a new curriculum for math that is better aligned with the Florida BEST Standards
- Our Reading, Math, and Science coach meet with teachers on an ongoing basis to provide feedback, co-planning, and modeling best practices, and we will be using a coaching log to monitor and keep track of this support.
- We have added a W.I.N. (What I Need) time for students in our schedule to increase the amount and quality of learning time and help enrich and accelerate curriculum.
- Administration, Coaches, and Grade Chairs will complete the Data Wise training to improve data driven instruction
- 4 Science teachers and Science coach will be attending the Florida Association of Science Teacher conference
- We are purchasing additional books for our school library
- This Summer, our administration, coaches, and select teachers attended Visible Learning conference.
Our Math department will be doing a book study on Visible Learning in Mathematics

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We will coordinate with our district Title II program to provide PD to our teachers and with district Title X to provide assistance for our homeless students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Polk Avenue Elementary cares about the well-being of each student and will seek to create an environment that will foster overall health for our school community. Our students have access to an onsite School Social Worker.
Our Leader in Me habits and lessons support student well-being and teach habits to prepare them for their daily lives and future. Over 80% of our staff has completed Youth Mental Health First Aid training, and we will work to have remaining staff trained. Currently we are working with a local college to begin a mentoring program on our campus. We also work to support our students and families in other areas of need and offer community resource information as well.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Polk Avenue Elementary seeks to teach and expose our students to possible workforce, college, and career opportunities. Students can dream about it if they are taught or exposed to it, so we will feature different career paths and infomation on our News at the Avenue show. We plan to invite secondary schools, colleges, business, and industry to our school exposes our students to the many possibilities. We want for our students to be curious about potential secondary programs, college, workforce, and job options for their future.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our staff also follows the MTSS process which ensures that we can support students, identify needs, differentiate as needed, and provide appropriate support. MTSS is tracked by staff and led by our ESE team and LEA Facilitator on campus. Students receive differentiated instruction based on students' needs. Students
are provided instructional strategies and accommodations that include small group instruction and accommodations to learning for all students utilizing academic and behavioral supports to meet the needs of all students both academically and socially. Our MTSS team further supports this work by providing support and sharing teaching methods with classroom teachers that work for students with special needs. Based on progress monitoring data, the MTSS team also continuously monitors and supports tier 2 and tier 3 students with small group and individual instruction.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will contiue to support our teachers, paraprofessionals and other personnel to improve our instructions and academic achievement through various learning opportunities, book studies, workshops, trainings, and professional development. For the 23-24 school year, we are shifting to an inclusive scheduling model which will involve various professional development opportunites for our classroom teachers, ESE teachers and paraprofessionals in supporting our students with disabilities in the classroom.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Polk Avenue Elementary does have a VPK program onsite; Little Cardinal Academy. We have started this school year in being more intentional to have our VPK teacher attend meetings with our Kindergarten and 1st grade teachers, so they can particpate in vertical planning discussions. It is also helpful that VPK now gives the STAR Early Literacy assessment which helps us assess the areas of focus for those VPK students prior to entering Kindergarten. We also have positive relationships with other daycare and VPK programs in our community. Working together to support our students and future students and famlies in being successful in school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				$81,870.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	131	1351 - Polk Avenue Elementary School	Title, I Part A		$79,319.00
	5100	510	1351 - Polk Avenue Elementary School	UniSIG		$1,200.00
			Notes: Visible Learning For Math Classroom - PLC book study			
	5100	510	1351 - Polk Avenue Elementary School	UniSIG		$231.00
			Notes: Data Wise Book ($33)			
	5100	131	1351 - Polk Avenue Elementary School	UniSIG		$1,120.00
			Notes: Data Wise PD outside school hours ($20 per hours and a total of 8 hours)			
2	III.B.	Area of Focus: Instructional Practice: ELA				$222,333.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	131	1351 - Polk Avenue Elementary School	Title, I Part A		$81,427.00
			Notes: Reading Coach			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	310	1351 - Polk Avenue Elementary School	UniSIG		$116,500.00
			Notes: UF Lastinger Center for Learning- Small group literacy instruction. This Instructional Professional Development would impact 32 staff members over the school year. $116,500 divided by 32 staff members = $3,640.63 and if divided out by 14 days of direct PD on site & virtual - $260.00 per staff. This partnership will assist Polk Avenue in building its capacity to create sustainable high-quality PD for our teachers and have a direct impact on student learning. We will be provided onsite support, Online PD modules, and follow up support to refine implementation. (Additional information is attached from UF Lastinger Center.)			
	6200	510	1351 - Polk Avenue Elementary School	UniSIG		$5,000.00
			Notes: Library Books			
	5100	330	1351 - Polk Avenue Elementary School	UniSIG		$572.00
			Notes: Florida Association Media Education Conference Attendee will be one Media Specialist from Polk Ave. Registration is $250.00; two nights at the hotel at $149 a night, with tax for the room at a total of $572.			
	5100	510	1351 - Polk Avenue Elementary School	UniSIG		$66.00
			Notes: Data Book ($33)			
	5100	131	1351 - Polk Avenue Elementary School	UniSIG		$320.00
			Notes: Data Wise special activity outside of school hours ($20 per hours for 8 hours)			
	5100	330	1351 - Polk Avenue Elementary School	UniSIG		$7,473.00
			Notes: Field Trip for 5th Grade to St. Augustine			
	5100	131	1351 - Polk Avenue Elementary School	UniSIG		$9,000.00
			Notes: Stipend for completing the university trainings beyond contract time ($250 x 36)			
	6300	510	1351 - Polk Avenue Elementary School	UniSIG		$1,975.75
			Notes: Supplies to support professional development related to ELA.			
3	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$165,889.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	131	1351 - Polk Avenue Elementary School	Title, I Part A		$87,505.00
	6300	131	1351 - Polk Avenue Elementary School	Title, I Part A		$71,008.00
	5100	510	1351 - Polk Avenue Elementary School	UniSIG		$66.00
			Notes: Data Wise Book (433)			
	5100	131	1351 - Polk Avenue Elementary School	UniSIG		$320.00
			Notes: Data Wise training outside of school hours with Special activity pay ($20 per hours for 8 hours)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	330	1351 - Polk Avenue Elementary School	UniSIG		$1,790.00
			Notes: Florida Association of Science Teachers Annual Conference (1 Coach & 4 teacher)			
	5100	330	1351 - Polk Avenue Elementary School	UniSIG		$5,200.00
			Notes: 2 grade level field trip to Kennedy Space Center			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment**				**$96,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	121	1351 - Polk Avenue Elementary School	UniSIG		$86,000.00
			Notes: Instructional staff increasing proficiency and/ or school grade ($2000 for potential 43 staff members)			
	5100	121	1351 - Polk Avenue Elementary School	UniSIG		$10,000.00
			Notes: Non-Instructional staff increasing proficiency and/ or school grade ($500 for potential 20 staff members)			
					Total:	**$566,092.75**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No