Polk Avenue Elementary School

2022-23 Schoolwide Improvement Plan

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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: 6/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (37%) 2020-21: (47%) 2018-19: B (54%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Kati Pearson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Lake Wales County School Board.

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.

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
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.**:**

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

Demographic Information

Principal start date
Tuesday 6/1/2021, Anna Barcenas

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
30

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
540

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	91	90	93	102	73	91	0	0	0	0	0	0	0	540
Attendance below 90 percent	56	13	4	15	8	11	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	12	40	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	47	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	0	0	0	0	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 who have 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	1	7	5	7	0	0	0	0	0	0	0	20

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	2	1	16	0	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Sunday 8/14/2022

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	
Number of students enrolled	90	92	98	86	92	97	0	0	0	0	0	0	0	555
Attendance below 90 percent	59	22	20	15	15	12	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	37	27	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	42	41	0	0	0	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	6	12	0	0	0	0	0	0	0	18

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	1	2	11	8	0	0	0	0	0	0	0	22

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	5	6	2	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	
Number of students enrolled	90	92	98	86	92	97	0	0	0	0	0	0	0	555
Attendance below 90 percent	59	22	20	15	15	12	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	37	27	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	42	41	0	0	0	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	6	12	0	0	0	0	0	0	0	18

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	1	2	11	8	0	0	0	0	0	0	0	22

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	5	6	2	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%		56%	38%			41%		57%
ELA Learning Gains	45%		61%	52%			60%		58%
ELA Lowest 25th Percentile	38%		52%	50%			56%		53%
Math Achievement	35%		60%	41%			50%		63%
Math Learning Gains	38%		64%	55%			65%		62%
Math Lowest 25th Percentile	30%		55%	39%			54%		51%
Science Achievement	36%		51%	55%			49%		53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%			58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	44%			58%	-14%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%			56%	-10%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%			62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	50%			64%	-14%
Cohort Comparison		-44%				
05	2022					
	2019	56%			60%	-4%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%			53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	28	23	16	34	30	7				
ELL	30	47	56	36	41	29	30				
BLK	24	29	21	25	32	31	24				
HSP	40	58	54	39	41	28	43				
WHT	36	41		39	44	30	42				
FRL	29	43	39	33	38	31	31				

2021 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 2019-20	C & C Accel 2019-20
SWD	18	39	45	24	52	18	37				
ELL	31	58		48	73		61				
BLK	33	50		29	36		17				
HSP	37	64		47	64		60				
WHT	44	32		39	53		72				
FRL	35	52	47	39	54	33	55				

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					
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As per FSA State Assessment data, the following trends emerge across content areas:
- Math is the highest area of need (total percentage points as measured by FLDOE School Grade Report dropped 32 percentage points), followed by ELA (total percentage points dropped is 23), and then Science (total percentage points dropped is 19).

Following trends emerge across grade levels:
- In ELA, the 3rd grade cohort group increase in proficiency from 29% in 2020 to 31% in 2021. However, the 4th grade cohort group dropped from 42% in 2020 to 41% in 2021.
- In Math, the 3rd grade cohort group increase in proficiency from 26% in 2020 to 29% in 2021. However, the 4th grade cohort group dropped from 45% in 2020 to 34% in 2021.
Therefore, 4th grade group is in higher need for support in both ELA & Math.

The subgroup trends that emerge in both ELA and Math are:
- Students with Disability are in a higher need of support followed by Black/ African American students.
- ELL and Economically disadvantaged students sub group is also needs targeted support.
- Hispanic student population is doing relatively better than the other sub-groups

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the FSA State Assessment all the three subjects - ELA, Math, & Science - are in need of improvement. As we work toward progress in these areas we will continue to provide intentional support to our ESSA sub groups (Students with disability, English Language Learners, Black/ African American students, white students, and economically disadvantaged students) that are below the federal index level.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the factors leading to the need for improvement in ELA, Math & Science are:
- Teacher loss mid year in two grade levels
- Learning loss due to pandemic
- Change in Leadership
- Student tardiness and early check outs
- Change in tutoring time to the morning from during the day
- Absences academic tutors

New action that will be taken this year to address these needs for improvement:
- We plan to hiring an additional intervention teacher with the UNISIG grant
- Hired a full-time librarian to support reading across campus.
- Our system has hired Dr. Rodolfich as the new superintendent for Lake Wales Charter Schools
- We will be providing after school tutoring for our struggling students
- We plan to hire four academic coaches to push into classes and help our struggling students
- We had provided Summer Leadership Academy for our 4th grade cohort group this summer to help them catch up as they had shown a trend of decrease in proficiency

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on FSA State Assessment data, our 3rd grade cohort group has shown an increase in proficiency from last year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We had adopted a new reading program - Wonders and hired a new reading coach. We will continue using the Wonder this school year.

What strategies will need to be implemented in order to accelerate learning?

Some of the strategies that we plan to implement this year to accelerate learning this year are:
- We have implementing an intentional window of time in each grade level to help the student in their area of need called "W.I.N. (what I need)" time
- Hire an additional interventionist with the UNISIG grant
- Provide after school tutoring for our struggling students in ELA & Math
- Hire four additional academic tutors to help with intervention for targeted students including identified sub-group as per ESSA data
- Provide training on the new state standards for our teachers
- Side by side coaching for the teachers as needed
- Targeted tutoring for students identified in ESSA data: Students with Disability, English language Learners, Black/ African American Students, White Students, Economically Disadvantaged, and other identified students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

This year we plan to provide the following PD to our teachers:
- Reading P.D. by Just Read Florida
- P.D. on the current math curriculum
- Science Boot Camp P.D. for 3-5th grade teachers
- Renaissance PD for all teachers
- Standards training for all teachers
- Instructional round to support new teachers
- Provide side by side coaching for teacher as needed
- Leader in me workshop for parents to support family engagement

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to provide support to our struggling students including those identified within the ESSA data and providing P.D. or coaching for our teachers next year and beyond.

For students with disabilities, we have dedicated specific times for these students to meet with our ESE resource teachers (ELA -1st to 5th and Math- 4th & 5th grade) and we have four ESE paras in addition to ESE teachers providing services in classrooms. We will continue to provide PD in the area of ESE to our staff. Professional Development will be conducted in-house, system-wide and through FDLRS.

For ELL students, we have a full-time ELL teacher and three paras providing services in the classrooms. We are also emphasizing to our staff they need to complete their ESOL endorsement requirements if they have not yet done so.

For our ESSA subgroups and all students, we are providing S.E.L instruction; our social worker is available as needed.
We are also providing academic intervention during school and after school tutoring to targeted students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.	As per the FSA state assessment data, math has dropped 6% in achievement from from Spring 2021 to Spring 2022. This is the reason why we have identified it 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.	Increase Mathematics State Assessment achievement by 3% from 35% in 2021-22 to 38% by the end of 2022-23 school year. As a result of this 3% increase our ESSA subgroup students will also show improvement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. We will monitor this area of need for desired outcome by analysing the progress monitoring data (Star Assessment for K-5 and F.A.S.T assessment for 3-5) and monitor learning gains for each domain three times a year. 2. We will also monitor our basic facts fluency in grade 1-5 by administering grade appropriate Rocket Math timed tests.
Person responsible for monitoring outcome:	Anna Barcenas (anna.barcenas@lwcharterschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence- based strategies that we plan to implement this year are: Strategy 1: Visual representation to support student learning, such as, anchor charts, manipulatives, number lines, tape diagrams, number bonds, graphs, and other graphic organizers. Strategy 2: Schema based instruction by explicitly teaching students to identify patterns in math , patterns in word problems, and identifying key words in word problems. Strategy 3: Differentiated small groups to provide targeted instruction. Strategy 4: Explicit timed drills for increasing math fact fluency. Strategy 5: Increase parent engagement and awareness on how they can help their child with math at home. Strategy 6: Improve teacher capacity by providing professional development. Strategy 7: Providing additional support to struggling students
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for choosing these strategies is that these are high yield strategies for improving math instruction and will help students store the information in long term memory to build a strong math foundation that we can build on each year.

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.

The steps we will take to implement visual representation to support student learning (Strategy 1) is by displaying the following in each classroom
- Anchor charts modeling steps to solve math problems for each lesson taught
- C.U.B.E.S strategy and problem solving key words poster to model steps for solving word problems
- 1-100 chart for Kindergarten, 1-120 chart for 1st grade, number line for 2nd grade to support counting, number recognition and writing.
- Multiples poster or multiplication table for supporting multiplication fact fluency in grade 3-5.

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

We will implement schema based instruction (Strategy 2) by using the read, draw, write (R.D.W.) & concrete- pictorial - abstract model from Eureka Math for long term retention and recognition of patterns in numbers so that student learn to have a better understanding of the situation represented in the math problem.

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

We will implement differentiated small group instruction (Strategy 3) for one-third of the math block using hands on manipulatives, Freckle Math for targeted instruction, and teacher directed instruction for intervention.

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

The steps we will implement to increase math facts fluency (Strategy 4) is by having students in grade 1-5 practice basic math facts for at least 30 minutes per week & monitor their progress through grade level appropriate monthly timed tests.

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

In order to improve family engagement and create awareness (Strategy 5) on how they can help with children with math at home we will conduct a Math family engagement night to provide training and resources to parents and families. Share information about materials and resources through the school website.

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

We will improve teacher capacity by providing professional development (Strategy 6) to all math teachers on the new B.E.S.T Mathematics Standards in monthly Math department meetings led by our Math coach.

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

We will provide additional support to students struggling (Strategy 7) in Math by offering after school tutoring and intervention during school.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As per the FSA state assessment data, ELA has dropped 4% in achievement Spring 2021 to Spring 2022. This is the reason why we have identified it 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.	Increase English Language Arts State Assessment achievement by 3% from 34% in 2021-22 to 37% by the end of 2022-23 school year. As a result of this 3% increase our ESSA subgroup students will also show improvement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. We will use progress monitoring conducted three times a year (Star Assessment for K-5 and F.A.S.T assessment for 3-5) to monitor progress. 2. We will track learning gains for each domain by reviewing the above progress monitoring data after completing each progress monitoring.
Person responsible for monitoring outcome:	Anna Barcenas (anna.barcenas@lwcharterschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The strategies that we will be using in the classroom: Strategy 1: Classroom Read alouds to build vocabulary, enhance expression, and improve comprehension. Strategy 2: Improve the school and classroom library to enable students to have self selected reading opportunities. Strategy 3: Differentiated small group instruction to target individualized needs. Strategy 4: Increase parent engagement and awareness on how they can help their child with ELA at home. Strategy 5: Improve teacher capacity by providing professional development. Strategy 6: Providing additional support to struggling students
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	There are some foundational knowledge gaps and the strategies will guide us to identify what skills are needed in each grade level.

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 implement classroom read alouds to build vocabulary, enhance expression, and improve comprehension (Strategy 1) by discussing recommended titles in monthly reading meetings. We have also generated a school wide list to ensure quality literature is introduced to our students. Read alouds allow the teachers to model fluency, pacing, intonation, and how to monitor their thinking about texts.

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

We will improve the school and classroom libraries to enable students to have self selected reading opportunities (Strategy 2) which will allow students to have immediate and ongoing access to engaging books. Renaissance Accelerated Reader allows students and teachers to monitor their comprehension of appropriately leveled text.

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

Staff will provide differentiated small group instruction as needed. The students are identified by teacher observation and progress monitoring data (Star Reading for K-5 and FAST assessment for 3-5) to target individualized needs (Strategy 3) during the ELA block. These differentiated small groups will allow systematic, explicit and scaffolded instruction along with corrective feedback to the students in order to increase student achievement.

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

We will increase parent engagement and awareness (Strategy 4) on how they can help their child with ELA at home by conducting a Literacy family engagement night. We share resources with parents on the literacy family engagement night 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)

We will improve teacher capacity by providing professional development (Strategy 5) on the B.E.S.T ELA Standards conducted by Just Read, Florida! by the State's regional literacy directors. Trainings will be provided on topics such as phonics, vocabulary, reading informational text, and reading across genres.

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

We will provide additional support to students struggling (Strategy 6) in ELA by offering after school tutoring and intervention during school. Qualified staff members tutor students identified by progress monitoring (Star Assessment for K-5 and F.A.S.T assessment for 3-5) during and after school.

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As per the FSA state assessment data, Science has dropped 19% in achievement from Spring 2021 to Spring 2022. This is the reason why we have identified it 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.**	Increase Science FSA achievement by 3% from 36% in 2021-22 to 39% by the end of 2022-23 school year. As a result of this 3% increase our ESSA subgroup students will also show improvement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use progress monitoring data (Science Boot Camp assessments) conducted three times a year to monitor progress.
Person responsible for monitoring outcome:	Anna Barcenas (anna.barcenas@lwcharterschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategy 1. Building background knowledge. Strategy 2. Provide hands on student centered experiences. Strategy 3. Improve family engagement and awareness about how to help their child at home with Science.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. There are some foundational knowledge gaps and 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.

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.

Staff will build background knowledge by reading and discussing (Strategy 1) non fiction materials. 3-5 teachers will also use Science Boot Camp nonfiction materials and speed bags (Science illustration).

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

Each grade level will take one field trip annually to help build background and make connections to the benchmarks. We will provide hands on student centered experiences (Strategy 2) through these science field trips.

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

Grade 3-5 will attend our STEM lab weekly which will provide hands on student centered experiences (Strategy 2).

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

We will conduct a STEM family engagement night in spring to provide resources to families to help their child at home with Science (Strategy 3).

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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 in Istation (our internal assessment) we have identified the following instructional practices as the areas of focus:
1. Phonemic Awareness
2. Vocabulary
3. Alphabetic decoding
4. Listening Comprehension

These areas are critical for students learning as alphabetic decoding, listening comprehension, and phonemic awareness are foundational skills in learning how to read. Building vocabulary increases reading and listening comprehension which also improves writing skills.

The rationale for choosing these strategies is data gathered from Istation each month through ISIP assessment and Star Reading report (Instructional planning - student report). Upon data analysis, these areas were identified as greatest need for critical intervention.

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

After looking in Istation (our internal assessment) we have identified the following instructional practices as the areas of focus:
1. Reading Comprehension
2. Word Analysis
3. Vocabulary
4. Phonemic Awareness (for 3rd grade only)
5. Alphabetic decoding (for 3rd grade only)

These areas are critical for students learning as alphabetic decoding and phonemic awareness are

foundational skills in learning how to read. Word analysis can improve reading outcomes by providing strategies for when students encounter complex words in fiction and non-fiction text. Alphabetic decoding. Building vocabulary increases reading comprehension which also improves writing skills.

The rationale for choosing these strategies is data gathered from Istation each month through ISIP assessment and Star Reading report (Instructional planning - student report). 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 new 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: Measureable Outcome(s)

- Student growth with be tracked using progress monitoring (Star Reading) during the year.
- 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 Istation's ISIP assessment.

Grades 3-5: Measureable Outcome(s)

- Student growth with be tracked using progress monitoring (Star Reading/ FAST) during the year.
- 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 Istation's ISIP assessment.

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 take place with evaluating impact at the end of the year.

- Progress Monitoring (Star Assessment for K-5 and FAST Assessment for 3-5) will be conducted 3 times a year.
- ISIP assessments will be conducted monthly.
- Data will be collected monthly from Accelerated Reader.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Barcenas, Anna, anna.barcenas@lwcharterschools.com

Evidence-based Practices/Programs:
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. Â§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.
- Accelerated Reader: supplemental program and is a part of our districts Reading plan. We will be monitoring usage and progress monthly.
- Istation: 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.
- Star Reading for grades K-5: monitors mastery of standards and it is aligned to the B.E.S.T. ELA Standards.
- Top Score Writing: supplemental writing program that assists in teaching the B.E.S.T. writing standards and is aligned appropriately.
- Maxscholar: structured literacy program created for students with learning disability and offers explicit, systematic, and multi-sensory learning. It is a part of our districts Reading plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 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.
- Istation: provides individualized 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.
- Star Reading for grades K-5: monitors mastery of standards and it is aligned to the B.E.S.T. ELA Standards.
- Top Score Writing: researched-based program that provides our targeted population daily writing instruction and practice.
- Maxscholar: researched-based program with results in our students with learning disabilities.

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 weekly. A Literacy Leadership Team is in place to support our campus with ELA instruction and will provide guidance 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. Continuously analyze data and adjust instruction based on results.	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 and push-out our Literacy Essentials Checklist. The Literacy Coach will analyze school-wide student data (Star Assessment, FAST Assessment, Istation, Accelerated Reader, Top scores assessment, and teacher feedback on Wonders) to assist in making decisions related to literacy.	
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 review data weekly 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 a 3% increase in our proficiency scores on the state assessment.	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 Renaissance, Istation, and Wonders during the school year. Administration, Literacy Coach and Staff will also receive ongoing professional development from Just Read, Florida Literacy Coaches. Staff will also participate in a book study on John Hattie's 10 Mindframes.	Barcenas, Anna, anna.barcenas@lwcharterschools.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Polk Avenue implements Leader in Me (LIM), PAX good behavior games, and Positive Behavior Support (PBS) strategies for building a positive school culture and environment at our school.
Leader in Me is a whole-school transformation model and process that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader. The "Leader in Me" program is based on the "Seven Habits of Highly Effective People" by Steven Covey.
The PAX Good Behavior Game is a universal-level classroom-based behavior management strategy for elementary schools designed to prevent disruptive activity.
PBS provides a process to understand and resolve the problem behavior of individuals or children. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that have an impact on a child and the child's behavior.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Classroom teachers will implement eight days of 'Leader in Me' to set the culture and climate of the school. Our Leadership Day invites parents and community member to visit our school for us to showcase 'Leader in Me' and our positive school environment. We collect feedback and share with our school advisory committee throughout the year.