

Polk County Public Schools

POLK AVENUE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 30
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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".

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Anna Barcenas

anna.barcenas@@lwcharterschools.com

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Shay Hixenbaugh

shay.hixenbaugh@lwcharterschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3**Employee's Name**

Ambica Saran

ambica.randev@lwcharterschools.com

Position Title

Math Coach & Title I

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4**Employee's Name**

Tammy Sheppard

tammy.sheppard@lwcharterschools.com

Position Title

Reaching Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5**Employee's Name**

Lindsey Cruz

lindsey.cruz@lwcharterschools.com

Position Title

ESE Facilitator

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

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

The school leadership team comprising of administration and coaches provides input and help in writing the School improvement plan based on their department's input.

We then share the SIP with our School Advisory Committee (SAC) which comprises of the families and community/ business leaders 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 and academic coaches will share the SIP with teachers in their monthly department meeting and review at a minimum after each progress monitoring to determine if there any edits needed.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Polk Avenue SIP monitoring will be ongoing throughout the school year. However, a more formal review by our School Leadership team will occur after every progress monitoring with the teachers and the school will make adjustments to instructional practice, instructional coaching, and lesson planning as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: D 2021-22: D

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	75	84	87	83	88	76				493
Absent 10% or more school days	23	15	21	18	31	21				129
One or more suspensions	1	5	2	7	16	20				51
Course failure in English Language Arts (ELA)	0	12	5	2	0	0				19
Course failure in Math	0	3	3	3	4	0				13
Level 1 on statewide ELA assessment	5	6	17	24	27	12				91
Level 1 on statewide Math assessment	4	8	17	20	22	14				85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	0	0	0	0	0				1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	5	12	10	11	24	13				75

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	5	6	6	2	0				26
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2025-26) As Last 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	
School Enrollment	90	85	86	86	77	89				513
Absent 10% or more school days	26	19	25	17	15	26				128
One or more suspensions	5	2	6	9	12	11				45
Course failure in English Language Arts (ELA)		5	1	2	1	2				11
Course failure in Math		1	1	6		3				11
Level 1 on statewide ELA assessment				14	22	24				60
Level 1 on statewide Math assessment				18	17	26				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			2							2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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	2	5	6	16	13	17				59

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	16	11	9	12	1					49
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	54	62	47	50	59	40	50	57
Grade 3 ELA Achievement	43	53	61	53	51	59	44	50	58
ELA Learning Gains	51	58	63	51	53	60	49	56	60
ELA Lowest 25th Percentile	45	56	58	63	54	56	65	59	57
Math Achievement*	47	56	66	45	53	64	49	54	62
Math Learning Gains	59	58	64	42	54	63	63	58	62
Math Lowest 25th Percentile	40	47	50	57	44	51	54	53	52
Science Achievement	41	50	62	43	48	58	35	51	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					58	63		58	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	372
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
47%	50%	51%	37%	39%	47%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	24%	Yes	6	1
English Language Learners	39%	Yes	1	
Black/African American Students	45%	No		
Hispanic Students	43%	No		
White Students	52%	No		
Economically Disadvantaged Students	46%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	46%	43%	51%	45%	47%	59%	40%	41%					
Students With Disabilities	17%	24%	34%	30%	15%	34%	29%	8%					
English Language Learners	36%	33%	38%	30%	46%	59%	36%	33%					
Black/African American Students	48%	56%	41%		41%	59%	50%	23%					
Hispanic Students	42%	36%	45%	40%	45%	56%	36%	43%					
White Students	50%	50%	60%	45%	54%	60%		44%					
Economically Disadvantaged Students	46%	44%	50%	45%	47%	58%	40%	41%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	47%	53%	51%	63%	45%	42%	57%	43%					47%
Students With Disabilities	20%	22%	50%	62%	19%	44%	54%	40%					38%
English Language Learners	38%	44%	56%	63%	40%	51%	75%	19%					47%
Black/African American Students	30%	47%	39%		39%	23%		13%					
Hispanic Students	48%	51%	57%	58%	42%	49%	65%	39%					48%
White Students	60%	62%	52%		56%	45%		76%					
Economically Disadvantaged Students	47%	53%	51%	63%	45%	43%	57%	42%					47%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	44%	49%	65%	49%	63%	54%	35%					62%
Students With Disabilities	18%	28%	41%	47%	16%	50%	55%	17%					63%
English Language Learners	39%	40%	55%	75%	55%	79%	83%	40%					62%
Black/African American Students	25%	22%	42%		34%	53%		24%					
Hispanic Students	43%	45%	53%	75%	48%	61%	59%	34%					62%
White Students	48%	63%	49%		59%	71%		43%					
Economically Disadvantaged Students	37%	41%	46%	63%	47%	62%	53%	35%					63%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	42%	53%	-11%	60%	-18%
ELA	4	46%	53%	-7%	60%	-14%
ELA	5	49%	52%	-3%	61%	-12%
Math	3	37%	56%	-19%	66%	-29%
Math	4	57%	56%	1%	65%	-8%
Math	5	47%	51%	-4%	62%	-15%
Science	5	42%	49%	-7%	60%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math achievement showed the most improvement. The new actions that the school took in this area:

- Improved use of the Big M's document and understanding of the B.E.S.T. standards, along with our work with the B.E.S.T. State Math Coaches.
- Engaging/Interactive Math Special for 3rd and 4th grade students.
- Intentional tutoring and pull-out groups to support students and math growth.

Lowest Performance

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

Our ESSA Subgroup, students with disabilities, was our lowest performing data point.

- Continued need to improve Tier 1 instruction.
- Limited funding for after-school tutoring to assist with additional support.
- Continued need for professional development to support all teachers and their work/ understanding of specially designed instruction within the classroom.

Greatest Decline

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

ELA Learning Gains for the lowest 25%, had the largest decline.

- New staff in various grades.
- Limited funding for after-school tutoring to assist with additional support.
- Continued need to improve Tier 1 instruction.

Greatest Gap

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.

3rd Grade Math had the greatest gap compared to the state.

- New Staff
- Limited funding for after-school tutoring to assist with additional support.

- Continued need to improve Tier 1 instruction.

EWS Areas of Concern

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

Reflecting on EWS data, areas of concern are:

- Attendance
- Level 1's on ELA assessment

Highest Priorities

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

Our priorities for the upcoming school year are:

- Support our ESSA subgroup, SWD in making learning gains and proficiency.
- Improve ELA achievement and learning gains.
- Improve Science achievement
- Improve Math achievement and learning gains.
- Support our ESSA subgroup, ELL in making learning gains and proficiency.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for our students with disabilities in all grade levels is to improve overall student achievement and learning gains by providing high quality instruction in all classrooms. Our rationale for selecting this area of focus is due to our decreased Federal Index number and overall performance for this subgroup.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to increase our Federal Index percent for our students with disabilities from 24% to 41% or higher by spring of 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this area of focus by:

- Conducting state progress monitoring 3 times a year to monitor our students growth and progress. K-2 students will take the STAR assessment and 3-5 will take the FAST assessment in Fall, Winter and Spring.
- After completing each state progress monitoring assessment, we will analyze data to identify standards that have not been mastered and identify learning targets for each grade level to work on before the next progress monitoring window.
- iReady Inform (diagnostic) will be given three times a year to assist with additional data on students needs and progress.
- iReady MyPath data will be monitored with a goal for each student to pass two ELA lessons a week and two Math lessons a week.
- Classroom walkthrough and observation data looking improved Tier 1 instructional strategies

and evidence of Specially Designed Instruction (SDI) being incorporated.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategy 1: Strengthen tier 1 instruction. Strategy 2: Professional development and planning for teachers and staff. Strategy 3: Small group instruction and intervention.

Rationale:

There are foundational knowledge gaps and these strategies will guide us as we continue to meet the needs for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategy 1: Strengthen tier 1 instruction.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will strengthen tier 1 instruction (strategy 1) by incorporating our work with our system ESE Director, FDLRS and FIN on Collaborative Planning and implementation. We will also be learning about and using best practices for Specially Designed Instruction (SDI). To support our improved tier 1 instruction will be conducting walkthroughs and observations to support and provide feedback on standards instruction.

Action Step #2

Strategy 2: Professional development and planning for teachers and staff.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In conjunction with FDLRS, FIN, and our system ESE Director a customized training will be scheduled for all elementary schools in our system to look at the best practices for Specially Designed Instruction (SDI). Quarterly audits to observe collaborative teaching approaches and the

impact on SWD data will be ongoing. Our professional development on SDI and collaborative planning will support our learning of our new ELA curriculum and our work with our math and science curriculum. We will also use instructional roadmaps which teachers will be trained on to support standards instruction and vertical alignment. These action steps will assist our school and system in increasing the number of schools who are meeting the federal index for students with disabilities.

Action Step #3

Strategy 3: Small group instruction and intervention.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide targeted tier 2 and tier 3 intervention aligned to each student's identified skill needs. A variety of data points such as FAST, iReady, classroom formative assessments, and progress monitoring data to identify needed skills and create flexible small groups. During collaborative planning meetings involving classroom teachers, ESE teachers, and others as needed, we will analyze student data and plan targeted instruction/intervention and small group tasks aligned to standards and based on student needs. Paraprofessionals will also be scheduled to assist in classrooms based on students needs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for ELA is to improve student achievement by providing high quality instruction in all classrooms.

Our rationale for selecting this area of focus is based on the fact that we our data reflected a decrease in the majority of ELA areas, and we still have more than 50% of our student population performing below grade level.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to increase our achievement by 4% or more from Spring 2026 (46%) to Spring 2027(50%).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this area of focus by:

- Conducting state progress monitoring 3 times this school year to monitor progress. K - 2 will conduct STAR Assessment and 3 - 5 will conduct FAST assessments in the Fall, Winter, and Spring.
- After completing each progress monitoring assessment, we will analyze data to identify benchmarks that have not been mastered and identify learning targets for each grade level to focus on before the next progress monitoring window.
- We will conduct i-Ready Inform (diagnostic) in Reading to identify skills and concepts for providing remedial small group instruction and interventions.
- We will monitor students on the iReady MyPath to focus on passing two lessons each week.
- Will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Administration and Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategy 1: Strengthen Tier 1 instruction Strategy 2: Small group instruction that is differentiated and targets individual student needs and ESSA subgroups. Strategy 3: Improve teacher capacity with professional development. Strategy 4: Provide additional support to struggling students. Strategy 5: Increase parent engagement and awareness of helping their child at home.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategy 1 - Strengthen Tier 1 instruction

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will strengthen tier 1 instruction (strategy 1) by incorporating monthly data driven standards planning with grade levels, support staff, literacy coach, and administration. This year for our Tier 1 instruction we are also using a new curriculum, Benchmark Advance. We will also be using instructional roadmaps to assist with our vertical alignment. Impact will be monitored through classroom observation, grades, improvement on iReady and state assessments.

Action Step #2

Strategy 2 - Small group instruction that is differentiated and targets individual student needs.

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Small group instruction will be differentiated and target individual student needs. Students will be identified by the Core Phonics Assessment, teacher observation, and progress monitoring data [STAR (K-2), FAST (3-5), and i-Ready (K-5)]. Differentiated small groups will allow systematic, explicit, and scaffolded instruction. Additionally, corrective feedback given to students will foster an increase in student achievement. During our What I Need (WIN) Time for 3rd grade, we will focus and work on ELA skills specifically. Paraprofessionals will also be scheduled to assist in classrooms based on students needs.

Action Step #3

Strategy 3: Improve teacher capacity with professional development.

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be provided for Benchmark Advance and i-Ready. Polk Avenue will continue the work we started with the University of Florida. We will provide in-house support to staff as needed to did support the UF small group model in conjunction with Benchmark Advance. Staff will also be trained on using instructional roadmaps to assist with their progression of instruction and support vertical alignment K-5. ELA teachers will receive support and in-house professional development with UFLI Phonics and Top Score as needed. Impact will be monitored by observation of this new information being implemented into classroom instruction. In conjunction with FDLRS, FIN, and our ESE Director has customized training that All teachers will be a part of on best practices for Specially Designed Instruction (SDI) to support all students. All elementary schools will also work with ESE Director, FDLRS and FIN on Collaborative Planning and implementation. We also have an on-site Literacy coach and a a system-wide Reading Coach to support teacher development and instructional strategies.

Action Step #4

Strategy 4: Provide additional support to struggling students.

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Additional support will be provided to students who are struggling with ELA/reading in addition to Tier 1 instruction. Some students will receive interventions during the school day. Students are selected for these additional supports based on testing data, observations, and iReady. If funds are available, after school tutoring will be offered with a focus on students who need additional supports .

Action Step #5

Strategy 5: Increase parent engagement and awareness of helping their child at home.

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to increase parent engagement and awareness of helping their child at home, we will conduct various family engagement nights for families with resources in the area of Literacy. At this time, parents will receive resource suggesting to them how to discuss reading and comprehension strategies at home. Books will also be given to all families who attend that will allow them to build their personal library.

We will also increase our resources online via our website and through Varsity Tutoring to add additional support at home. We also encourage all families to sign up for New Worlds Reading.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for mathematics is to improve student achievement by providing high quality instruction in all classrooms. Our rationale for selecting this are of focus due to the fact that we still have more than 50% of our student population performing below grade level.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to increase our student achievement in mathematics by 3% or more from Spring 2026 (47%) to Spring 2027(50%).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this area of focus by:

- Conducting state progress monitoring 3 times a year to monitor our student's 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 identify standards that have not been mastered and identify learning targets for each grade level to work on before the next progress monitoring window.

- All teachers will conduct iReady/Go Math/Grade Level standard based assessment after completing each standard to identify standards that have not been mastered by their students and provide remedial small group instruction.
- We will use these assessments to drive instruction and identify professional development needs.
- We will monitor our fact fluency progress in each grade level.
- iReady Math lessons will also be monitored for each student to pass two Math lessons each week.
- Will monitor through classroom walkthroughs and observations.

Person responsible for monitoring outcome

Administration and Math Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategy 1: Strengthen Tier 1 Instruction by focusing on the characteristics of high quality math instruction during planning, feedback and department meetings. Strategy 2: Implement data driven instruction information by assessments in small groups for Tier 2 and Tier 3 students. Strategy 3: Providing additional support to low performing students (Level 1 and Level 2) students. 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 and support through coaching and peer observations. Strategy 6: Implement student centered inquiry based; hands on instruction.

Rationale:

Our rationale for selecting the above mentioned strategies: 1) High quality math instruction that is aligned to the standards using balanced instructional approaches that are student centered and informed by assessment will lead to increased student achievement. 2) Parent partnerships and engagement helps improve attendance and behavior. 3) Improving teacher capacity will help us improve teacher retention. 4) Student-centered and hands on instruction increased student participation and engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategy 1 - Strengthen Tier 1 Instruction

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will strengthen out Tier 1 Math instruction by focusing on the characteristics of high quality math instruction during planning, feedback, and department meetings. System-wide Math Coaches will assist with department meeting where planning, training, and discussion will focus on characteristics of high quality math instruction outlined by FLDOE. During Math department meeting math teachers will collaborate to look at data to identify learning targets for each quarter. Math coaches will observe math classes and provide feedback, co-planning, and modeling to teachers as needed.

Administration and Coach will establish must haves/look fors classroom walkthroughs that will assist in developing a plan for training and feedback for teachers. We will also be using instructional roadmaps to assist with our progression and vertical alignment. This action step will be monitored through lesson plans, meeting agenda and notes, and classroom walkthroughs.

Action Step #2

Strategy 2: Implement data driven instruction information by assessments in small groups for Tier 2 and Tier 3 students.

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will implement data driven instruction information by assessments in small groups for Tier 2 & Tier 3 students. In order to achieve this, we have allocated one-third of our math instructional block for remedial small group instruction. The small group instruction will be hands on and differentiated.

Teachers will use iReady/Go Math/School standard assessments to access standards mastery and select learning targets for remediation to Tier 2 & Tier 3 students during small group instruction.

During this time students will rotate between the following stations: - teacher directed instruction to improve gradelevel standards mastery - iReady math personal learning pathway for a minimum of 30-45 minutes a week with a goal of passing two lessons each week - Independent or collaborative practice. We also have a Math Interventionist for 50% of the each week to assist with supporting students through intervention and small groups.

This action step will be monitored through MTSS paperwork and standard mastery assessments and classroom walkthroughs and observations.

Action Step #3

Strategy 3: Providing additional support to low performing students.

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide additional pull out session and intervention for our low performing struggling students. Paraprofessionals will also be scheduled to assist in classrooms during the day based on students needs. We will also provide access to Varsity Tutoring for all students at Polk Avenue. This action step will be monitored through attendance and selected pre and post assessments.

Action Step #4

Strategy 4: Increase parent engagement and awareness on how they can help their child with math at home.

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will conduct a school wide family engagement nights to provide training and math resources to parents and families on how to help their child at home. We will share materials and resources with parents through the school website and social media. This action step will be monitored through sign in sheet and evaluation form for these events.

Action Step #5

Strategy 5: Improve teacher capacity by providing professional development and support through coaching and peer observations.

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will Improve teacher capacity by providing professional development and support through coaching and peer observations. We will provide coaching and peer observations as needed. System-wide math coaches will support teachers by coaching and modeling best practices in mathematics. We will work to Increase our teacher's knowledge on and use of the Big M's document from the state to assist with teaching state standards. This action step will be monitored through training agenda and walk-throughs. Staff will also be trained on using instructional roadmaps to assist with their progression of instruction and support vertical alignment K-5. In conjunction with FDLRS, FIN, and our ESE Director has customized training that All teachers will be a part of on best practices for Specially Designed Instruction (SDI) to support all students. For the 26-27 school year, we also have two math coaches to support teacher development and instructional strategies.

Action Step #6

Strategy 6: Implement student centered inquiry based; hands on instruction.

Person Monitoring:

Administration and Math Coach

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers use manipulatives for student centered inquiry-based instruction. This action step will be monitored through lesson plans and classroom walk throughs.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for Science is to improve student achievement by providing high quality instruction in all classrooms. Our rationale for selecting this area of focus is that our student achievement in Science is still below 50%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to increase our student achievement in Science by 9% or more from Spring 2026 (41%) to Spring 2027 (50%).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will conduct progress monitoring 3 times this school year to monitor progress. After completing each progress monitoring assessment, we will analyze data to identify benchmarks that have not been mastered and identify learning targets for each grade level to focus on before the next progress monitoring window.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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 connections through hands on lessons and labs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Strengthen Tier 1 Science instruction and building background knowledge & vocabulary.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 1: Staff will strengthen tier 1 instruction and build background knowledge (strategy 1) by reading and discussing non fiction materials. K-5 will use our science speed bags (Science illustration) to assist in vertical concept and vocabulary development. We will be in our 2nd full year with our new Science curriculum to support our tier 1 instruction school-wide. All students in 2nd - 5th grade will have Science Lab as a special.

Action Step #2

Strategy 2. Provide hands on student centered experiences.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 2: Each grade level will take one field trip annually to help build background and make connections to the benchmarks. Grades 3-5 will attend our STEM lab weekly (strategy 2) which will provide hands on student centered experiences. All students and classrooms will have Mystery Science as a resource to support and provide hands-on experiences.

Action Step #3

Strategy 3. PLC's to provide teachers with intentional instructional planning and collaborating.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 3: We will hold PLCs for our Science teachers (strategy 3) and for some our system-wide science coach will also attend to review benchmarks and lessons to ensure tasks are appropriate and support vertical planning to teach vocabulary and concepts. Professional development and work will be done to support staff with the alignment of Mystery Science and our science curriculum. In conjunction with FDLRS, FIN, and our ESE Director has customized training that All teachers will be a part of on best practices for Specially Designed Instruction (SDI) to support all students. All elementary schools will also work with ESE Director, FDLRS and FIN on Collaborative Planning and implementation. For the 26-27 school year, we also have a system-wide Scienc coach to support teacher development and instructional strategies.

Action Step #4

Strategy 4. Improve family engagement and awareness about how to help their child at home with Science.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 4: We will conduct family engagement nights which will include providing STEM/Science

resources to families to help their child at home with Science. We will also support from home by posting resources on our website and through the use of Varsity Tutoring.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The rationale for selecting PBIS was that we have seen an increase in our EWS numbers related to students with one or more suspensions, and we want to work to focus on positive behavior incentives and celebrate students who are following our Leader in Me Habits and being great members of our school community.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will decrease our EWS data for students with one or more suspensions from 51 to 45 by Spring 2027.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students in 3rd - 5th grade will be tracking their monthly PBIS data in their leadership portfolios to participate in our PBIS celebrations. School-wide we will be tracking our monthly school-wide participation in our PBIS activities. Administration will also be pulling and tracking monthly discipline data from our student information system. Administration will also support classroom management with walkthroughs and observation feedback.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will 1. use PBIS to incentives positive behavior and support our students who are modeling our Leader in Me 8 Habits in their daily interactions and classroom behavior on our campus. 2. We will connect at-risk students with support from an on-campus mentor. 3. We will meet and support our families, working together to support their student.

Rationale:

The rationale for for these interventions are that 1. PBIS is a proven strategy on school campuses and we have found that it can marry well with our Leader in Me components. 2. Connecting students with an on-campus mentor is a great way to support and assist with them finding ways to engage positively with our school community. 3. Meeting with families is a must as we support their student and show that we want to work together to help their student be successful at school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategy 1: use PBIS to incentives positive behavior and support our students who are modeling our Leader in Me 8 Habits in their daily interactions and classroom behavior on our campus.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will support and monitor our positive behavior on campus. K-2 will monitor their behavior through agendas and clipcharts to collect data, and 3-5 students will monitor their daily behavior through a PBIS tracker in their Leadership Portfolios. This data will then be used in celebrating students who are leaders on campus as we celebrate with montly PBIS celebrations. Our school community will also use positive common language around PBIS and Leader in Me 8 habits. A school-wide tracker will also be kept in our cafeteria to track our monthly PBIS participation.

Action Step #2

Strategy 2: We will connect at-risk students with support from an on-campus mentor.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At-Risk students will be identified using EWS data and admin/teacher feedback to be partnered up with an on-campus mentor who will meet and encourage that student on campus. We want to ensure that each of our students have a trusted adult on campus who can motivate and support them in being a successful member of our school community.

Action Step #3

Strategy 3. We will meet and support our families, working together to support their student.

Person Monitoring:

Administration

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and classroom teachers/staff will work collaboratively to ensure that parent and family communication is a priority as we work to support our students! It is important that we meet with families as we support their student with be successful at school. As needed, we will pull together appropriate teams to ensure all aspects needed for a family and student are being supported.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

www.polkave.net

We will share the SIP and SWP with stakeholders in the following ways:

- During our School Advisory Committee (SAC) meeting in Fall.
- We will post our School Improvement Plan (SIP) on our school website.
- We will share information about SIP on the Title I annual meeting with parents.
- Our leadership team will share the SIP the teachers and staff during a faculty meeting in Fall and ongoing.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

www.polkave.net

Our school will build positive relationship with parents, families and community members by:

- Conducting building capacity events with focus on academics. Our leadership team will conduct family engagement events.
- We will also post school information on our school website (www.polkave.net) and social

POLK AVENUE ELEMENTARY SCHOOL 2025-26 SIP media.

- We will be send/post a quarterly school-wide newsletter to the parents.
- We will share our parent portal information with families on open house and at parent conferences 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.
- We will notify parents of progress monitoring reports and when scores are available in parent portal after completing each progress monitoring in fall, winter, and spring.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We have taken the following steps to strengthen academic program and increase the amount and quality of learning in the school:

- We will continue to support small group differentiate instruction in ELA and Math.
- We will continue to use UFLI Phonics in K-2 and for intervention in Grade 3 -5 as needed.
- We utilize the characteristics of high quality instruction based on State's Formula for Success during PLC's and for feedback to teachers.
- Our Math, ELA and Science plannings and meetings will focus on standards based instruction informed by assessment data.
- We will work with our system-wide ESE Director, FDLRS and FIN on Collaborative Planning and implementation of SDI.
- Our Reading, Math, and Science coaches will meet with admnistration and teachers on an ongoing basis to provide feedback, co-planning, and modeling best practices.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We will coordinate with our district Title II program to provide PD (if resources are available) to our teachers and with district Title X to provide assistance for our homeless students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 two days a week and as needed. Our Leader in Me habits and lessons support student well-being and teach habits to prepare them for their daily lives and future. We use Leader in Me in collaboration with PBIS. 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 building a mentoring program for our campus to support at-risk students. We also work to support our students and families in other areas of need and offer community resource information as well.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 information 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.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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. In conjunction with FDLRS, FIN, and our system-wide ESE Director all elementary schools will look at the best practices for Specially Designed Instruction (SDI), and all elementary schools will work on Collaborative Planning and implementation.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We will continue 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 26-27 school year, we are continuing with an inclusive scheduling model which will involve various professional development opportunities for our classroom teachers, ESE teachers and paraprofessionals in supporting our students with disabilities in the classroom.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Polk Avenue Elementary does have a VPK program onsite; Little Cardinal Academy. We will continue to be more intentional to have our VPK teacher attend meetings with our Kindergarten and 1st grade teachers, so they can participate 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 families in being successful in school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We will review the use of these resource in the following ways:

- We will monitor the progress of all sub groups and our CSI subgroup that were below the 41% federal index (Students with Disability/ELL) after completing each progress monitoring and take necessary steps to reduce the gaps before the next progress monitoring administration.
- Administration will also meet regularly with the system-wide coaches, ELL contact, and ESE Director to review the plan for coaching support for teachers based on data and walkthrough trends.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We are utilizing our school improvement funding allocation to meet the need of our five area of focus (Reading, Math, Science, ESSA subgroup SWD, and Positive 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 Math Interventionist, paraprofessionals, and social workers.

These personnel will provide support to our struggling students and help meet our school improvement needs.

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 various ESSA subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00