

Polk County Public Schools

POLK AVENUE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Polk County School Board on Lake Wales Charter district approved; SIPs moved over under Polk 12/10 School board approved all SIPs 10/29.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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

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

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2**Employee's Name**

Shay Hixenbaugh

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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

Ambica Randev Saran

Position Title

Title I Facilitator & Math Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Tammy Sheppard

Position Title

Literacy Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Melissa Kelly

Position Title

Science Coach

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 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, Reading, Math, and Science coaches will share the SIP with teachers in their monthly department meeting and review it after each progress monitoring to determine if there any edit needed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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. (ESEA 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	73.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: C 2022-23: D 2021-22: D 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	26	29	21	21	36				162
One or more suspensions	1	3	8	9	9	11				41
Course failure in English Language Arts (ELA)		3	7	7	4					21
Course failure in Math		1	2	7	9					19
Level 1 on statewide ELA assessment	17	33	27	27	32	18				154
Level 1 on statewide Math assessment	17	17	18	19	26	25				122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	2	6	7	9					31

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

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	17	11	6							34
Students retained two or more times				1						1

Prior Year (2023-24) 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	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
Students retained two or more times										0

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

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	50	57	30	45	53	34	47	56
ELA Grade 3 Achievement **	44	50	58	35	44	53			
ELA Learning Gains	49	56	60				45		
ELA Learning Gains Lowest 25%	65	59	57				38		
Math Achievement *	49	54	62	31	49	59	35	42	50
Math Learning Gains	63	58	62				38		
Math Learning Gains Lowest 25%	54	53	52				30		
Science Achievement *	35	51	57	34	41	54	36	49	59
Social Studies Achievement *								56	64
Graduation Rate								39	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	62	58	61	28	54	59	52		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	461
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19	2017-18
51%	37%	39%	47%		54%	52%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	37%	Yes	4	
English Language Learners	59%	No		
Black/African American Students	33%	Yes	3	
Hispanic Students	53%	No		
White Students	56%	No		
Economically Disadvantaged Students	50%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	3	2

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	28%	Yes	2	1
Black/African American Students	19%	Yes	2	2
Hispanic Students	35%	Yes	1	
White Students	45%	No		
Economically Disadvantaged Students	34%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	25%	Yes	2	1
English Language Learners	40%	Yes	1	
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	27%	Yes	1	1
Hispanic Students	44%	No		
Multiracial Students				
Pacific Islander Students				
White Students	39%	Yes	1	
Economically Disadvantaged Students	37%	Yes	1	

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. (pre-populated)

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%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%	35%			31%			34%					28%
Students With Disabilities	10%	14%			12%			13%					47%
English Language Learners	19%	18%			18%			32%					53%
Black/African American Students	18%	13%			21%			24%					
Hispanic Students	28%	32%			29%			35%					53%
White Students	43%	57%			43%			36%					
Economically Disadvantaged Students	28%	35%			29%			29%					51%

2021-22 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.
All Students	34%		45%	38%	35%	38%	30%	36%		
										52%
Students With Disabilities	13%		28%	23%	16%	34%	30%	7%		
										47%
English Language Learners	30%		47%	56%	36%	41%	29%	30%		
										52%
Native American Students										
Asian Students										
Black/African American Students	24%		29%	21%	25%	32%	31%	24%		
Hispanic Students	40%		58%	54%	39%	41%	28%	43%		
										51%
Multiracial Students										
Pacific Islander Students										
White Students	36%		41%		39%	44%	30%	42%		
Economically Disadvantaged Students	29%		43%	39%	33%	38%	31%	31%		
										53%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	41%	49%	-8%	55%	-14%
ELA	4	34%	44%	-10%	53%	-19%
ELA	5	40%	50%	-10%	55%	-15%
Math	3	47%	52%	-5%	60%	-13%
Math	4	54%	50%	4%	58%	-4%
Math	5	38%	50%	-12%	56%	-18%
Science	5	33%	48%	-15%	53%	-20%

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?

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

- Our adopted a curriculum that was aligned to the Florida Best Standards and we provided PD for our teachers to help them adopt the new curriculum.
- We started tutoring earlier and focused on high need students and had two round of tutoring to reach a higher number of students.
- Our teachers implemented a spiral review before spring assessment and work on areas that our students had not master yet in small group instruction.

Lowest Performance

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

ELA/Reading achievement was Polk Avenue's lowest performance. The contributing factors were:

- Staffing shortages and new staff brought on mid-year.
- Lack of retention in primary years due to COVID rules related to retentions that now impact 4th-5th grade students.

Greatest Decline

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

Science is the area that remained unchanged. Factors that contributed to this unchanged proficiency are as follows:

- Scheduling gave additional time to ELA/Reading through our intervention time during the school day which impacted Science time.
- We transitioned our curriculum/resources to a digital version of our resource did not meet our needs appropriately as we had hoped.

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.

Our 4th grade Reading scores had the greatest gap when compared to the state average. Some of the factors that may have contributed to this gap:

- Out of the two teacher we had only one teacher with experience in teaching 4th grade.
- Lack of retention in primary years due to COVID rules related to retentions that now impact 4th-5th grade students.

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 1s in ELA

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:

1. Improve ELA achievement and learning gains
2. Improve Mathematics achievement and learning gains
3. Improve Science achievement
4. Support Black/ African America Sub group in reducing achievement gaps
5. Support SWD students sub group in reducing achievement gaps

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.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 that even though our student achievement increase in ELA by 8 percentage points from last year; we still have more than 50% of student population that is low performing in ELA.

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 3% or more from Spring 2023 to Spring 2024; moving from 40% to 43% in overall ELA achievement.

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.

We will conduct 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.

In addition, we will conduct i-Ready Diagnostic Assessments in Reading to identify skills and concepts for providing remedial small group instruction and interventions.

Person responsible for monitoring outcome

Administration and Reading Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

There are some foundational knowledge gaps and the 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Strategy 1: Strengthen Tier 1 instruction

Person Monitoring:

Administration and Reading 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. 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 Reading 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. Polk Avenue will be using the UF model for small group instruction in various classrooms on our campus along with intervention. During our What I Need (WIN) Time, students will also be placed into small groups in grades 2-5 to focus and work on ELA skills.

Action Step #3

Strategy 3: Increase parent engagement and awareness of helping their child at home

Person Monitoring:

Administration and Reading 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 a literacy engagement night for families. At this time, parents will receive resources 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.

Action Step #4

Strategy 4: Improve teacher capacity with professional development

Person Monitoring:

Administration and Reading 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 i-Ready. Polk Avenue will continue the work we started with the University of Florida. We will provide in-house support to new staff that did not complete the UF training during the last school year. All ELA teachers will be part of training from Top Score in order to enhance classroom instruction of our chosen writing curriculum. Impact will be monitored by observation of this new information being implemented into classroom instruction.

Action Step #5

Strategy 5: Provide additional support to struggling students

Person Monitoring:

Administration and Reading 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 reading. After school tutoring will be offered with a focus on students who need additional supports. Some students will receive interventions during the school day. Students are selected for these additional supports based on testing data, observations, and i-Ready.

Area of Focus #2

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**

Include a description of your Area of Focus, 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 area of focus is that even though our student achievement increased in mathematics by 18 percentage points from last year; we still have about 50% of students population that is low performing in mathematics.

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 2024 (49%) to Spring 2025 (52%).

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.

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 analyse data to identify standards that have not been mastered and identify learning targets for each grade level to work on before next progress monitoring window.
- In addition to this, all teachers will conduct iReady/ Go Math 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 assessment to drive instruction and identify professional development needs.

Person responsible for monitoring outcome

Administration and Math Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 & Tier 3 students. Strategy 3: Providing additional support to low performing students (Level 1 & 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 and inquiry based hand on instruction.

Rationale:

Our rationale for selecting the above mentioned strategies: 1) High quality math instruction that are aligned to the standards using balanced instructional approaches that are student centered and informed by assessments led to increased student achievement. 2) Parent partnership and

engagement helps improve attendance and behavior. 3) Improving teacher capacity will help us improve teacher retention. 4) Student-centered and hands on instruction increases 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Strategy 1- Strengthen Tier 1 Instruction

Person Monitoring:

Administration & 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. Our Math Coach will conduct monthly 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 coach 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. This action step will be monitored through lesson plans, meeting agenda and notes, and classroom walkthrough feedback form.

Action Step #2

Strategy 2: Implement data driven instruction in small groups for Tier 2 & 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 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 grade level standards mastery - iReady math personal learning pathway for a minimum of 30-45 minutes a week - Independent or collaborative practice This action step will be monitored through MTSS paperwork and standard mastery assessments.

Action Step #3

Strategy 3: Providing additional support to low performing students (Level 1 & Level 2 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 tutoring session and intervention for our low performing struggling students. We will also provide access to Varsity Tutoring for all students at Polk Avenue. This action step will be monitored through tutoring attendance and selected pre and post assessments.

Action Step #4

Strategy 4: Increase parent engagement and awareness.

Person Monitoring:

Administration & 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 Math family engagement night to provide training and 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 this event.

Action Step #5

Strategy 5: Improve teacher capacity by providing professional development and support.

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 send select teachers from each grade level to attend FL BEST standards summer training during the summer and these teachers will share and provide professional development to the rest of the teachers. We will provide coaching and peer observations as needed. Our math coach will support teachers by coaching and modeling best practices in mathematics. This action step will be monitored through training agenda and observation schedules.

Action Step #6

Strategy 6: Implement student centered and hand 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 through form/ feedback.

Area of Focus #3

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**

Include a description of your Area of Focus, 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 stayed the same as last year, and we would like it to improve in 2024-25 school year

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 3% or more from Spring 2024 (33%) to Spring 2025 (36%).

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.

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 and Science Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 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 and Science Coach

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. New Science curriculum will be purchased to support our tier 1 instruction school-wide.

Action Step #2

Strategy 2. Provide hands on student centered experiences.

Person Monitoring:

Administration and Science Coach

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

Action Step #3

Strategy 3. PLC's monthly to provide teachers with instructional planning

Person Monitoring:

Administration and Science Coach

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 monthly PLCs for our Science teachers (strategy 3) with our science coach to review benchmarks and lessons to ensure tasks are appropriate and support vertical planning to teach vocabulary and concepts. Professional development to support staff with the new science curriculum.

Action Step #4

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

Person Monitoring:

Administration and Science Coach

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 a STEM family engagement night in spring to provide 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

Student Attendance

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 student attendance was that it is the highest need in the EWS. If students are not present in school it affects their learning. We had the highest number of absence as per the EWS in kindergarten and 5th grade. These are crucial years in their school life as kindergarten is the foundational year and 5th grade as they prepare to close our elementary years prior to middle school.

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 the attendance for 5th grade by 3% from 36 with 10% or more absent days to 33 and kindergarten by 3% from 29 with 10% or more absent days to 26.

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.

Our attendance team will monitor the student attendance data for the above mentioned grades on a regular basis and reach out to families whose student is missing instruction to work with them to find a resolution.

As a school, we will also be monitoring attendance for all students in our cafeteria and celebrating by grade level each month for highest attendance rates.

Person responsible for monitoring outcome

Administration and attendance team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will use the following evidence based Interventions: 1- Create a welcoming and engaging school environment and have a school wide attendance policy 2- Connect with At-Risk students 3- Implement attendance awards for attendance achievements 4- Engage with families and meet with parent of students who have attendance issues

Rationale:

The rationale for these interventions are: 1 - A welcoming and engaging environment impacts students in a way that make them want to be in attendance! 2 - Connecting with at-risk students and finding ways to engage them in our school community will also help them find a stronger connection to coming to school. 3 - By implementing awards and achievements related to attendance we will help motivate students and add to our engaging environment. 4 - Meeting with our families is a must as we work together towards helping their student be success 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 #1**

Monitor and understand attendance trends at Polk Avenue and organize a school wide attendance strategy.

Person Monitoring:

Administration and Attendance Team

By When/Frequency:

Spring 2025

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

Administration and attendance team will monitor and meet with at-risk students related to attendance. Our social worker and administration will meet with these students to discuss absences and have them reflect on why they are missing school. Administration and Team will contact parents and meet with them regarding absences. We will continue to track students attendance in FOCUS and send out attendance letters and notifications to our families. We will also track trends and data related to attendance using FOCUS. Home visits will also be used to support our at-risk students.

Action Step #2

School-wide support system

Person Monitoring:

Administration and attendance team

By When/Frequency:

Spring 2025

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

Administration will support staff in creating a welcoming and engaging environment at our school. We utilize Leader in Me to assist with creating our school culture, and helping each student find their genius. We want our students to know they are missed when they are not here and they are an important member of our school community. Administration will walk campus and ensure classrooms and spaces are set up for successfully engaging students, creating environments they want to be in. To celebrate students we will implement additional celebrations related to attendance. We will recognize students individually and grades as a whole for having high attendance rates. The scoreboard will be kept in our cafeteria where our whole school community can track and see our progress.

Action Step #3

Monitor Tardies and early check-outs

Person Monitoring:

Administration and attendance team

By When/Frequency:

Spring 2025

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

We will work to decrease our daily tardies and check-outs. Letters home and meet with parents of students who have a high percentage of either tardies or early check-outs. Provide resources if we can to assist with removing any barriers.

Area of Focus #2

Teacher Retention and Recruitment

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 to focus on teacher retention and recruitment relates to overall school improvement. Our goal is to maintain and develop highly qualified teachers to support our students at Polk Avenue Elementary.

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.

Polk Avenue will work to maintain 80% of our staff from 2024-2025 to 2025-2026 school year.

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.

Administration and instructional coaches will assist with monitoring this area of focus as we all work to support our teachers on our campus. Admin and coaches will meet with grade levels and PLCs regularly to support their growth and build teacher capacity.

Administration will monitor through the use of Marzano teacher evaluation system.

Admin and coaches will monitor through coaching logs, PLC meeting, and feedback provided.

Person responsible for monitoring outcome

Administration and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will use the following evidence based Interventions: 1- Administration will support all staff. 2 - Specific support will be added for new teachers with an instructional coach. 3 - Instructional coaches for Math, Science and ELA will provide ongoing support to all staff, and tiered support to select staff as

needed.

Rationale:

The rationale for these interventions are: 1 - A supportive administration who provides meaningful staff development and a positive school culture increases the number of retained teachers. 2 - Brand new teachers need additional specific support from instructional coach to assist with all items related to running your first classroom. 3 - Content related instructional coaches are valuable in providing development, coaching, PLCs and collaborating with the staff.

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 #1

Administration Team will support new and experienced teacher by providing training and development based on their needs

Person Monitoring:

Administration Team

By When/Frequency:

Spring 2025

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

Administration will provide new staff orientation to welcome and support new teachers. Coaches will conduct department meetings for training and collaboration. Administration team will walk through classes to assess teacher needs and provide feedback as needed. Coaches will conduct demonstration and side by side coaching when needed. Administration team will provide teacher with opportunities to observe their peer when needed. We will monitor this through the sign in sheets, agendas for these trainings, and walk through/feedback forms.

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 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. (ESEA 1114(b)(4))

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

- Conducting building capacity events with focus on academics. Our leadership team will conduct the following family engagement events- Literacy Family Engagement Night, Math Family Engagement Night, Science Family Engagement Night, and Leadership Day.
- We will also post school information on our school website (www.polkave.net) and social media.
- Our grade levels will be send a monthly newsletter to the parents.
- We will share our parent portal information with families on open house 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 send progress monitoring reports 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. (ESEA Section 1114(b)(7)(ii))

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

- We will continue to small group differentiate instruction based on the PD provided by the University of Florida Lastinger Center.
- We utilize the characteristics of high quality math instruction based on State's Formula for Success during PLC's and for feedback to teachers.
- Our math and ELA meetings will focus on standards based instruction informed by assessment data.
- Our Reading, Math, and Science coach meet with teachers on an ongoing basis to provide feedback, co-planning, and modeling best practices, and we will be using a coaching log to monitor and keep track of this support.

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

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. (ESEA 1114(b)(7)(iii)(I))

Polk Avenue Elementary cares about the well-being of each student and will seek to create an environment that will foster overall health for our school community. Our students have access to an onsite School Social Worker.

Our Leader in Me habits and lessons support student well-being and teach habits to prepare them for their daily lives and future. Over 80% of our staff has completed Youth Mental Health First Aid training, and we will work to have remaining staff trained. Currently we are working with a local college to begin a mentoring program on our campus. We also work to support our students and families in other areas of need and offer community resource information as well.

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. (ESEA 1114(b)(7)(iii)(II))

Polk Avenue Elementary seeks to teach and expose our students to possible workforce, college, and career opportunities. Students can dream about it if they are taught or exposed to it, so we will feature different career paths and 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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Our staff also follows the MTSS process which ensures that we can support students, identify needs, differentiate as needed, and provide appropriate support. MTSS is tracked by staff and led by our ESE team and LEA Facilitator on campus. Students receive differentiated instruction based on students' needs. Students are provided instructional strategies and accommodations that include

small group instruction and accommodations to learning for all students utilizing academic and behavioral supports to meet the needs of all students both academically and socially. Our MTSS team further supports this work by providing support and sharing teaching methods with classroom teachers that work for students with special needs. Based on progress monitoring data, the MTSS team also continuously monitors and supports tier 2 and tier 3 students with small group and individual instruction.

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. (ESEA section 11149b)(7)(iii)(V)).

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 24-25 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. (ESEA 1114(b)(7)(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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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 our ATSI sub groups that were below the 41% federal index (Black/ African American and Students with Disability) after completing each progress monitoring and take necessary steps to reduce the gaps before the next progress monitoring administration.
- Administration will also meet monthly with the coaches to review the plan for coaching support for teachers based on data a walkthrough trends.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

We are utilizing our school improvement funding allocation to meet the need of our four area of focus (Reading, Math, Science, 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 Reading Coach , Math Coach , Science Coach, and Network Manager. These personnel will provide support to our struggling students and provide training to teachers to meet our school improvement needs.
- A portion of the funds will be used to provide teachers with instructional materials to supplement classroom resources to improve instruction.
- The rationale for allocating the funds in these areas is based on our needs assessment to strengthen each area of focus and meet the needs of our struggling ESSA subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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