

OVERARCHING SCHOOL GOAL:

Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

**Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.*

**Systemic Alignment - Instructional Excellence - Student Accessibility and Support
Strategic Resource Allocation - Family and Community Engagement**

- 1. Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college.**
- 2. Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth.**
- 3. An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.**
- 4. Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments.**
- 5. Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn.**
- 6. Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in its business operations.**

RELEVANT SCHOOL PROFILE DATA

Mathematics Performance	2016-2017				2017-2018				2018-2019			
	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed
Student Subgroup												
All Students												
Black	20	54	74	26	17	55	72	28	16	61	77	23
Hispanic												
White	39	51	90	10	42	44	86	14	34	56	90	10
Students with Disabilities												
Students without Disabilities	24	53	77	23	26	52	78	22	20	64	84	16
Economically Disadvantaged												
Not Economically Disadvantaged	37	47	85	15	44	43	86	14	39	54	93	7
English Learners												

English Reading Performance	2017-2018				2018-2019			
	Advanced	Proficient	Passed	Failed	Advanced	Proficient	Passed	Failed
Student Subgroup								
All Students								
Black	15	54	70	30	16	54	69	31
Hispanic								
White	37	46	83	17	39	46	84	16
Students with Disabilities								
Students without Disabilities	22	56	77	23	24	49	73	27
Economically Disadvantaged								
Not Economically Disadvantaged	37	53	90	10	39	48	87	13
English Learners								

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2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

STRAND I: TEACHING FOR LEARNING

ENGLISH LANGUAGE ARTS (ELA)		MATHEMATICS	
1	SMART Goal(s): Dually identified Students, Students with Disabilities and EL student’s levels 1-4 will meet the Reading MAP mean growth norms from Fall 2020 to Spring 2021.	2	SMART Goal(s): Dually identified students, students with disabilities and EL students levels 1-4 will meet their MAP mean growth norms from Fall 2020 to Spring 2021.
3. Other (specify):	VIRTUAL LEARNING PLUS		SMART Goal(s): For the duration of virtual learning plus, the James K. Polk Staff will ensure that all students consistently attend virtual learning instructional sessions. All students will increase their attendance to reading and math virtual instructional blocks to no less than 4 out of 5 days per week.

ACTION PLAN

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Polk will improve performance of dually identified students, students with disabilities and ELL students levels 1-4 in all academic areas in an effort to close those achievement gaps.

<p>1. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the targeted subgroup of dually identified students with disabilities and EL students levels 1-4 using data to guide the use of instructional strategies and programs. Tier 2 and 3 instructional support will be provided during the Intervention/Enrichment block. Data review at team meetings and PLC meetings with Administrators, Instructional Coaches and Grade Level Teams will provide progress monitoring check points.</p>							
<p>Evidence Driving This Essential Action: Running records, PALS data, MAP screeners, WIDA, and Teacher Observations</p>							
<p>Plan to Assess Progress: Running Records, MAP Growth assessments, Informal Assessments and Teacher Observations</p>							
<p>Focus Area [Grade Level/Student Group(s)/Educators] Strategic Plan Goal [i.e. 1.1, 2.3]</p>	<p>Action Steps</p>	<p>Title I, Part A Budget Implications (if applicable) <i>Funds Budgeted Under:</i></p>	<p>Person(s) Responsible for Implementation</p>	<p>Timeframe (Beginning to End Dates)</p>	<p>Evidence of Progress/Completion (Artifacts required)</p>	<p>Person(s) Responsible for Monitoring and Frequency</p>	
<p>Classroom teachers/SPED teachers</p>	<p>Quarterly PLC 's to include review of data and targeted professional development on topics of: lesson planning, corrective action plans, differentiation as well as strategies for guiding reading and small group intervention to meet the needs of individual students.</p>	<p>Professional Development Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw)</p>	<p>Data Coach, Reading Coach, Reading Interventionists, EL Interventionists</p>	<p>09/20-06/21</p>	<p>Evidence/Artifacts: PLC Agenda, MAP Data, Minutes, Notes, Sign in sheets, training materials, running records</p>	<p>Administration Team Quarterly</p>	
<p>Dually Identified Students with Disabilities and EL students levels 1-4</p>	<p>Administration, Academic Coach, Data Coach, and Reading Specialists will conduct virtual observations and provide targeted feedback. Administration will meet with Coaches and Specialists to discuss concerns related to observations. Additional observations and follow-up meetings with teachers will take place. Data Coach and Reading Specialists will model lessons as necessary based on observations and assessment data.</p>	<p>Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning</p>	<p>Administration, Data Coach. Reading Specialist</p>	<p>09/20-06/21</p>	<p>Evidence/Artifacts: Zoom Walkthroughs and observations. Notes</p>	<p>Administration Team & Data Coach, Reading Specialists Quarterly</p>	
<p>Dually Identified Students with Disabilities and EL students levels 1-4</p>	<p>Intervention and Enrichment (I/E) time for grades 1-5, 30 minutes daily with explicit instructional content in reading. During this time, students in need of intervention receive targeted, differentiated, research-based programs or small group customized instruction from a teacher or interventionist. Including programs specific to SWD.</p>	<p>Academic Interventionist, Reading Instructional Coach, Science IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Technology (I pads, monitors, kajeets)</p>	<p>Data Coach, Reading Coach, Reading Interventionists, EL , SPED , Classroom teachers</p>	<p>09/20-06/21</p>	<p>Evidence/Artifacts: Student Data, Team Grade Level Meeting, Lesson Plans, Google Docs, RI, Data Binders, Zoom Observations, informal assessments</p>	<p>Administration Team & Teachers Monthly</p>	

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	Dually Identified Students with Disabilities and EL students levels 1-4	Develop reading end of unit common assessments that will be used to plan small groups and create corrective action plans.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Technology (Ipads, monitors, kajeets)	Data Coach, Reading Coach, Reading Interventionists EL, SPED, & Classroom teachers	09/20-06/21	Evidence/Artifacts: Common assessments, small group schedules, data, grade level team meeting minutes	Data Coach, Reading Coach, & Administration Quarterly
	All teaching staff	Professional Development: Polk offers extensive professional development (PD) opportunities for teachers on asynchronous Mondays, and professional development days. The PD will focus on implementation of the ACPS Literacy Framework and best practices and the use of technology and resources to implement in the Virtual Plus and hybrid environment.	Professional Development Instructional Planning Instructional & School Supplies	Data Coach, Reading Coach, & Reading Interventionists,	09/20-06/21	Evidence/Artifacts: PLMS Transcripts, PLP, Team meetings, Sign In Sheets, Agenda	Administration Team, Data Coach, & Reading Coach As needed
	Dually Identified Students with Disabilities and EL students levels 1-4	Implement effective co-teaching strategies in an inclusive virtual setting with Reading, EL and special education teachers. Also ensure that accommodations are being provided in this setting when appropriate and necessary.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning	Classroom teachers, EL Interventionists, Reading Interventionists, SPED Teachers	09/20-06/21	Evidence/Artifacts: Classroom Observations, Walkthroughs, data	Administration Team Data Coach Reading Coach
	Classroom Teachers	Quarterly vertical meeting with representatives from each grade level, EL, SPED, Reading, Data Coach, Reading Coach, and administration team to review the school achievement plan, recent student data collected, resources available, resources needed, along with results from any programs in progress on our plan.	Instructional Planning Instructional & School Supplies	Data Coach, Reading Coach	11/20-06/21	Evidence/Artifacts: Agenda, minutes, sign in sheets and action plans	Administration Team Quarterly

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	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps		Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Monthly Grade Level Meetings to include review of students' performance data and Professional Development on strategies for continued improvement.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw)	Principal, All Teachers, Administrative Team		Evidence: Students' performance data, agendas, notes, and attendance records Artifacts:	All Teachers, Principal, Administration Team
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Intervention and Enrichment (I/E) time for grades 1-5, 30 minutes 1-4 days a week with explicit instructional content in math. During this time, students in need of intervention receive targeted, differentiated, research-based programs or small group customized instruction from a teacher, including resources provided for Math by the Specialized Instruction (i.e. Number Worlds).	Academic Interventionist, Reading Instructional Coach, Science Extended Learning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw) Instructional & School Supplies	Classroom, Special Education and EL Teachers		Evidence: MAP Benchmark Assessments, Teacher Zoom Observations, Formative and Unit Assessments Artifacts:	Classroom Teacher, Intervention Teachers, Administration Team
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Goal Teams, represented by a leader from each grade level (K-5), subject specific, meet monthly to review the school achievement plan, recent student data collected, resources available, resources needed, along with results from any programs in progress on our plan.	Academic Interventionist, Reading Instructional Coach, Science Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw)	All Teacher, Administration Parents		Evidence: Attendance, Agendas, and Notes Artifacts:	Goal Team
	Dually Identified Students	Beginning in the second semester, teachers will provide additional customized instructional support after school hours for small groups of students. Teachers will use student data to monitor progress.	Instructional Planning Extended Learning IXL, A-Z, and other Instructional Apps Virtual Field Trip Virtual Learning Software (ie: Seesaw) Instructional & School Supplies	Licensed Staff		Evidence: Formative Assessment, Dreambox	Licensed Staff, Administration Team

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	Students with Disabilities and EL students levels 1-4		Technology (Ipads, monitors, kajeets)				
	Dually Identified Students Students with Disabilities and EL students levels 1-4	Implement effective co-teaching strategies in inclusive setting ensuring that skills acquired last year when both EL and special education teachers participated in co-teaching cadre. Also ensure that accommodations are being provided in this setting when appropriate and necessary.	Professional Development Instructional Planning Instructional & School Supplies Technology (Ipads, monitors, kajeets)	Specialized Instruction-Special Education Teachers, EL and General Education Teachers		<ul style="list-style-type: none"> Zoom Observations SI Walkthrough Protocol Artifacts:	Classroom Teachers, SPED Teachers, EL Teachers (3-5), Reading Teachers/Specialists/Weekly
	Dually Identified Students Students with Disabilities and EL students levels 1-4	The Administrative Team will conduct observations during the math instructional blocks and give feedback regarding instructional practices and student performance.	Instructional Planning Instructional & School Supplies	Administrative Team		Evidence: Observation Reports, Teacher Feedback	Administration Team
<p>3. Essential Action/Research-Based Strategy: As a result of COVID- 19, JKP is closed and the current mode of teaching and learning is virtual.</p>							
<p>Evidence Driving This Essential Action: Attendance Records and Teacher , Communication Team and/or Administrator Observations</p>							
<p>Plan to Assess Progress: Attendance Records and Teacher / Communication Team Administrator Observations</p>							
	<p>Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i></p>	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and math	Teachers will contact members of the Communications Team regarding students who exhibit inconsistent attendance to reading or math.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	All Teachers	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	Communications Team Parent Liaison Administrative Team Monday- Friday, as needed

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	virtual instructional blocks.						
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and math virtual instructional blocks.	The Communications Team will contact parents/ Day School Directors/ emergency contacts regarding students' attendance.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets	Communications Team	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls	Administrative Team Monday- Friday, as needed
	Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Communications Team will contact the Parent Liaison related to students' inconsistent attendance.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets	Communications Team	Duration of Virtual Learning Plus	Evidence: Attendance Records, emails, text messages or phone calls Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed

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	<p>Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.</p>	<p>The Parent Liaison will reachout parents and/or the School Support Team.</p>	<p>Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)</p>	<p>Parent Liaison</p>	<p>Duration of Virtual Learning Plus</p>	<p>Evidence: Attendance Records, emails, text messages or phone calls Artifacts:</p>	<p>PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed</p>
	<p>Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.</p>	<p>The School Support Team will investigate students' situations and determine the source (technical issues, families issues, anxiety regarding Zoom usage) of the students' inconsistent attendance. The School Support Team will discuss targeted students during the weekly SST/Administrative Team Meeting</p>	<p>Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)</p>	<p>School Support Team</p>	<p>Duration of Virtual Learning Plus</p>	<p>Evidence: Attendance Records, emails, text messages or phone calls Artifacts:</p>	<p>PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday- Friday, as needed</p>
	<p>Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.</p>	<p>The Administrative Team will contact parents and/or conduct home visits for students who demonstrate challenges with active engagement in the virtual setting.</p>	<p>Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)</p>	<p>PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal</p>	<p>Duration of Virtual Learning Plus</p>	<p>Evidence: Attendance Records, emails, text messages or phone calls Artifacts:</p>	<p>PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Monday-Friday, as needed</p>

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Students who missed 7 or more days during the 1st Quarter and/or demonstrated inconsistent attendance to reading and/or math virtual instructional blocks.	The Administrative Team will meet with students 2 times per week to establish relationships with students, who need additional support with accessing virtual learning.	Extended Learning Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipads, monitors, kajeets)	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal	Duration of Virtual Learning Plus	Evidence: Artifacts:	PreeAnn Johnson, Principal Carla P. Carter, Assistant Principal India Tillman, Assistant Principal Weekly
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<p align="center">STRAND II: SCHOOL ENVIRONMENT <i>Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement</i></p>						
<p>DOMAIN:</p>						
<p>SMART Goal(s): For the duration of the Virtual Plus and Hybrid Learning Model staff will address issues of equity by increasing family and community engagement holding regular meetings to help parents understand the models and instructional expectations for their child.</p>						
<p>ACTION PLAN</p>						
<p>1. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the parents/guardians of the targeted subgroups of dually identified students with disabilities and EL student’s levels 1-4. Staff will increase the likelihood that families participate in meetings such as parent conferences, principal’s coffees, Title I meetings, Virtual Plus/Hybrid informational meetings, and other family engagement through regular newsletters, phone calls, Remind messages, and Canvas announcements in the language of preference.</p>						
<p>Evidence Driving This Essential Action: Families of EL, Special Educations and dually identified students struggled with access to virtual Learning at higher rates than other subgroups. Attendance, access to the internet, and limited resources for student learning at home was all contributing factors to the lower level of engagement during the first quarter of virtual learning.</p>						
<p>Plan to Assess Progress: Attendance Records and Teacher Reports , Zoom meeting Sign In records, Administrator Observations, and Parent Liaisons/Parent Outreach Support Staff data</p>						
<p>Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i></p>	<p>Action Steps</p>	<p>Title I, Part A Budget Implications (if applicable)</p>	<p>Person(s) Responsible for Implementation</p>	<p>Timeframe <i>(Beginning to End Dates)</i></p>	<p>Evidence of Progress/Completion <i>(Artifacts required)</i></p>	<p>Person(s) Responsible for Monitoring and Frequency</p>

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Parent & Families	Increase communication through the use of the Parent Liaison and Parent Support Specialist. Provide cell phones to each of the three staff to have immediate access to families.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipad, monitors, kajeets)	<ul style="list-style-type: none"> ● Parent Liaison ● Parent Support Specialists 	08/2020 - 06/2021	Evidence: Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records	
Parent & Families	Provide translation in Spanish, Arabic, and Amharic for all meetings and activities in which parents are expected to engage in discussions and provide input.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipad, monitors, kajeets)	<ul style="list-style-type: none"> ● Parent Liaison ● Social Worker ● Support Specialist 	08/2020 - 06/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Sign In sheets, attendance records	
Parent & Families	Use a text capable platform to ensure that parents are informed about upcoming meetings and events. Also use multiple forms such as newsletters, Canvas announcements and phone calls.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipad, monitors, kajeets)	<ul style="list-style-type: none"> ● Administrators ● Parent Liaison ● Teachers ● Title I Team 	12/2020 - 06/2021	Evidence: Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records	
Parent & Families	Provide translation in Spanish, Arabic, and Amharic for all meetings and activities in which parents are expected to engage in discussions and provide input.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipad, monitors, kajeets)	<ul style="list-style-type: none"> ● Parent Liaison ● Social Worker ● Support Specialist 	08/2020 - 06/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Sign In sheets, attendance records	Parent & Families

2. Essential Action/Research-Based Strategy: The James K. Polk Staff will focus on the parents/guardians of the targeted subgroups of dually identified students with disabilities and EL students levels 1-4. We will ensure that we understand the unique needs of the community and find ways to provide targeted support.

Evidence Driving This Essential Action: Our EL families are least likely to attend PTA and informational meetings as seen in the low turnout at the first two meetings during 2020-2021- school year.

Plan to Assess Progress: We will implement strategies and monitor attendance of parents for meetings as well as attendance and engagement of students during the Virtual Plus Learning.

Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Title I, Part A Budget Implications (if applicable)	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
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Parent & Families	Assign grade levels to each parent outreach staff (EM -KG/1, JC - 2/3, MM - 4/5) allowing for a more direct connection between families and school staff.	Professional Development Instructional Planning IXL, A-Z, and other Instructional Apps Virtual Learning Software (ie: Seesaw) Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies Technology (Ipad, monitors, kajeets)	<ul style="list-style-type: none"> ● Parent Liaison ● Parent Support Specialists ● Teachers 	08/2020 - 06/2021	Evidence: Increased parent engagement; Increased participation and attendance of students in Virtual Learning. Artifacts: Sign In sheets, attendance records, phone logs	
Parent & Families	Conduct needs assessments via surveys or conversations with school staff.	Professional Development Instructional Planning	<ul style="list-style-type: none"> ● Parent Liaison ● School Support Team ● Administrators 	01/2021 - 04/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Generated list of topics and needs of the community; Sign In sheets, attendance records, Surveys results	
Parent & Families	Plan parent coffees, and Title I meetings being sure to address the unique needs that have been identified via the needs assessments.	Parent Outreach Specialist Communication/Outreach (Remind) Instructional & School Supplies	<ul style="list-style-type: none"> ● Parent Liaison ● School Support Team ● Administrators 	01/2021 - 04/2021	Evidence: Greater engagement at parent events, events targeted to the needs of the community. Artifacts: Generated list of topics and needs of the community; Sign In sheets, attendance records, Surveys results	