

Polk County Public Schools

Purcell Elementary School



2018-19 Schoolwide Improvement Plan

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Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	D*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Purcell Elementary School is to provide engaging, rigorous, curriculum using consistent school-wide strategies for all students. We have high expectations for academic and social achievement in order for students to become life-long learners and world scholars.

Provide the school's vision statement.

Purcell Elementary School is committed to educating world scholars through standards-driven instruction and high-yield strategies that will help them be successful in a globally diverse and expanding world.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
NAVE, BETH	Principal
Ferguson, Elizabeth	Instructional Coach
Doucette, Christopher	Teacher, K-12
McLachlan, Denise	Instructional Coach
Othoson, Erik	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Primary Focus for Leadership Team: 1. Planning 2. Monitoring and 3. Coaching teachers and students in order to increase student achievement. Everything the SBLT will focus on will impact one of the three areas listed in order to connect directly to the School Improvement Plan and process. Additionally, the role of the SBLT is to review all school data including state assessments, attendance, behavior and progress monitoring data such as STAR, iStation, and quarterly assessments. The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5 with all stakeholders.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 6/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	8	6	21	13	0	0	0	0	0	0	0	73
One or more suspensions	1	2	8	3	4	10	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	1	3	0	1	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	19	32	35	0	0	0	0	0	0	0	86
Previously Retained Students	2	7	13	18	21	23	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	15	22	40	45	0	0	0	0	0	0	0	132

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	8	6	21	13	0	0	0	0	0	0	0	73
One or more suspensions	1	2	8	3	4	10	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	1	3	0	1	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	19	32	35	0	0	0	0	0	0	0	86
Previously Retained Students	2	7	13	18	21	23	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	8	15	22	40	45	0	0	0	0	0	0	0	132

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our science component and ELA components are the lowest. Yes, there is a trend to hover near the same percentages for proficiency.

Which data component showed the greatest decline from prior year?

By grade level our greatest decline from the prior year was in 4th grade ELA (6% decrease) and 3rd grade Math (22%).

Which data component had the biggest gap when compared to the state average?

Compared to the state average our biggest gap is 14% lower than the state in math in third grade, 17% lower in ELA 4th grade and 20% lower in Science.

Which data component showed the most improvement? Is this a trend?

The most improvement that was noted was in 5th grade math with an increase of 29% and 5th grade ELA with an increase of 16%. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The improvement noticed in this area is based on increased level of time working in small groups and meeting the needs of students individually. Teachers also worked diligently to understand the true intent of the standards. They also increased expectations for students and provided more productive struggle in these areas. We also believe this group of students had better literacy skills.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	50%	56%	43%	48%	52%
ELA Learning Gains	45%	51%	55%	40%	49%	52%
ELA Lowest 25th Percentile	41%	45%	48%	26%	42%	46%
Math Achievement	57%	58%	62%	51%	54%	58%
Math Learning Gains	59%	56%	59%	45%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	43%	41%	46%
Science Achievement	35%	53%	55%	48%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (14)	0 (11)	0 (8)	0 (6)	0 (21)	0 (13)	0 (73)
One or more suspensions	0 (1)	0 (2)	0 (8)	0 (3)	0 (4)	0 (10)	0 (28)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	0 (3)	0 (0)	0 (1)	0 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (19)	0 (32)	0 (35)	0 (86)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	51%	-5%	57%	-11%
	2017	44%	53%	-9%	58%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	45%	51%	-6%	56%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
05	2018	46%	50%	-4%	55%	-9%
	2017	30%	44%	-14%	53%	-23%
Same Grade Comparison		16%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	62%	-14%
	2017	70%	58%	12%	62%	8%
Same Grade Comparison		-22%				
Cohort Comparison						
04	2018	55%	57%	-2%	62%	-7%
	2017	55%	60%	-5%	64%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
05	2018	61%	56%	5%	61%	0%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		29%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	32%	51%	-19%	55%	-23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	39	25	43	45	33	25				
ELL	22	26	40	37	33		8				
BLK	38	29		46	35						
HSP	45	48	40	56	55	69	24				
WHT	47	45	46	61	71	50	50				
FRL	44	43	42	52	54	50	31				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	33	40	14	11	14					
ELL	12	38	58	43	38						
BLK	31	47		42	33						
HSP	30	43	64	53	46		11				
WHT	53	56	40	62	42	32	50				
FRL	38	43	45	53	40	37	27				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Core Instruction
Rationale	Core Instruction is our highest priority need due to the fact that our proficiency rate is lower than our non-proficiency percentage. This low level of non-proficiency directly impacts ELA, Math and science proficiency. We need to deliver instruction with fidelity and consistency using best practices from Marzano's research through the LSI planning and delivery model. We will also continue to increase our focus on K-2 Literacy program in order to develop on-grade level or higher readers.
Intended Outcome	The intended outcome is to increase overall core instructional strategies, classroom culture, and program consistency in order to increase the number of students who perform at the proficient level. This will also help us decrease the number of level 2 and 3 students who are in the MTSS process. Through the use of LSI training and Marzano's research based practices, teachers will plan and deliver high quality lessons, and monitor student achievement in order to respond to daily learning gaps. Teachers will also use a variety of progress monitoring tools and assessment to determine overall performance in order to adjust to the needs of all students. We will build a strong K-2 Literacy program with the primary goal of on-grade level proficiency.
Point Person	BETH NAVE (beth.nave@polk-fl.net)
Action Step	
Description	Teachers will participate in professional development in the areas of ELA, math and science to build an understanding of best practices for all students through LSI in order to improve core instruction. This will also develop an understanding and application platform of how rigor is the sum of cognitive complexity and student autonomy that will increase student achievement when used with fidelity. Additionally, Learning Targets and Success Criteria will be the primary goal for our LSI training. K-2 teachers will work on increasing phonemic awareness, phonics, vocabulary, fluency and comprehension through the Daily 5 and Accelerated Reader. Teachers will bring their "Ticket in the Door" as a pre-planning tool for Learning Targets during collaborative planning in order to provide an understanding of the purpose of the lesson planning for that session. Teachers will have two planning days provided with their grade levels and instructional coaches for long-range planning. Teachers will work with school based leadership team in ELA, MATH and Science weekly.
Person Responsible	BETH NAVE (beth.nave@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Teachers will attend Professional Development, PLC's and grade level PLC's/Collaborative planning to increase instructional strategies and planning to support their understanding of what rigor looks like in the classroom ELA, math, and science, and how to properly assess student progress by reviewing the daily gap with student evidence. Notebooks will be kept by the instructional coaches for "Tickets in the Door" and agendas to reflect participation and knowledge of understanding the standards prior to planning.
Person Responsible	BETH NAVE (beth.nave@polk-fl.net)

Activity #2	
Title	Learning Targets, Success Criteria and Formative Assessments
Rationale	In order to increase student achievement across all areas, teachers must continue to develop their skills to master understanding the intent of the standards, develop appropriate learning targets, create success criteria and then be able to utilize formative assessments to determine progress. Teachers also need to be fluent in using Marzano's Taxonomy of objectives through the various levels and mental processes that are needed in order to reach the desired outcome for students. In order to measure these depths of knowledge, teachers must also be accurate in using embedded formative assessments. Through this process teachers will have an established scale to use in order to be able to communicate with students about how to demonstrate various levels of success with the intended Learning Targets.
Intended Outcome	The intended outcome is that the Learning Targets and Successful criteria match the intent of the standards and that teachers are able to properly assess and adjust teaching for students in order to close the daily learning gaps. This will also help support the primary focus area of Core Instruction and how to make sure delivery of instruction matches the intent of the standards. Additionally, using embedded formative assessments will provide teachers with the ability to determine progress in a timely manner in order to provide immediate feedback to students.
Point Person	BETH NAVE (beth.nave@polk-fl.net)
Action Step	
Description	Teachers will work with instructional coaches during collaborative planning and PLC's to develop robust lesson plans that implement Learning Targets and Success Criteria in order to teach the standards in a way that does not create a learning gap. Teachers will also be trained and coached by BBY @ UWA consultants for math alignment with standards and visual tools in order to increase math skills across the curriculum. Additionally, teachers will learn how to immediately know how students are doing with the content and how to adjust their instruction based on solid planning and monitoring. Coaches will utilize Marzano's Taxonomy Objectives and embedded formative assessments resources to create aligned instruction with aligned student evidence.
Person Responsible	Denise McLachlan (denise.mclachlan@polk-fl.net)
Plan to Monitor Effectiveness	
Description	PLC's will be observed by the Leadership Team for solid planning and discussion pertaining to the development of lessons plans and implementation. Lesson plans will also be reviewed each week, and administrative walk throughs will be conducted to determine the match with lesson plans and delivery of instruction. PLC agendas and coaching logs will be maintained.
Person Responsible	BETH NAVE (beth.nave@polk-fl.net)

Activity #3	
Title	Sub Groups-ELL/SWD and Bottom 25%
Rationale	Students who are in the bottom 25% and low performing ELL or SWD students need additional help in reading, math and science vocabulary and skills. These students do show areas of growth, however, they need more specific instruction in order to help close the gaps compared to their peers.
Intended Outcome	Teachers will use additional "triple iii- Immediate, Intensive, Instruction) time to help close the gap of these students. With additional support during the literacy or math block, from a para or other certified teacher, our classroom teachers will be able to work with small groups to help increase skills in reading or math in order to close the gap. The intention is provide a focused time during the day that all students who need additional support will receive intense instruction to close learning gaps in that content area.
Point Person	Denise McLachlan (denise.mclachlan@polk-fl.net)
Action Step	
Description	Through the design of an additional 30 minutes of "triple iii" in each classroom each morning, teachers will be able to work with struggling students to help close the achievement gap. Para's and other teachers will be assigned a classroom to attend each morning to help work with another small group of students as well. Both adults will work on skills based on the needs of the students. Teachers and para's will communicate regularly about student progress, placement in groups, and planning of instruction in order to create a smooth delivery of instruction. The reading and math coach will train ancillary staff in skills and strategies through professional development.
Person Responsible	BETH NAVE (beth.nave@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Observations of groups, various data that will be presented at the PLC's MTSS reflection meetings and student assessments.
Person Responsible	BETH NAVE (beth.nave@polk-fl.net)

Activity #4	
Title	PBIS and CHAMPS
Rationale	Teachers and students will continue to work through our PBIS and CHAMPS program and strategies in order to decrease inappropriate school behavior. We will also continue to reward students earning points on the PBIS cards to increase appropriate school behavior choices. There is also a goal of making sure that we continue to create open lines of communication with our parents through agendas, School Messenger, social media, and Message on Hold. These forms of communication allow us to update parents on student progress, success, concerns, school-wide information and upcoming events.
Intended Outcome	The intended outcome is to provide a system of support for students and teachers in order to create a safe and healthy school culture and environment. It is also to help students to self reflect and monitor their choices to be safe and how to respect diversity and tolerance for others. Through open lines of communication, our families will be well informed about school-wide events, classroom events, and student progress in academics and behavior/ social skills.
Point Person	Erik Othoson (erik.othoson@polk-fl.net)
Action Step	
Description	Teachers will be provided a review of PBIS and CHAMPS school-wide strategies and expectations. New teachers will be given a separate training to help them understand the rationale and more details of the program. The Leadership Team will work with the PBS team to help create open communication between teachers and administration to work on specific cases as needed. The PBS teams will meet monthly to discuss concerns, celebrations, review discipline data, and to plan events for students. Parents will be able to use student agendas, social media, phone services in order to have complete range of communication.
Person Responsible	Erik Othoson (erik.othoson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Discipline data, teacher communications, student surveys, agendas, phone service data, and PBS team minutes will be used to determine effectiveness of the program.
Person Responsible	Erik Othoson (erik.othoson@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Purcell will continue to provide engaging parent nights to increase home and school connection. We will also increase communication with parents through teacher interactions and school-wide messaging.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers and staff have been trained to monitor the potential social-emotional needs of all students. If needed, the proper agencies are involved and counseling is provided on a limited basis by our guidance counselor. Parents are involved in the problem solving conference to help find support and aid when needed.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Early identification of kindergarten readiness skills is begun by establishing a link with the local pre-school programs and the Pre-K programs located on the campus. Site visits are made by pre-schoolers during the school year to assist in orienting the students to kindergarten. Classroom visits are made and lunch is eaten with the kindergarten students. Kindergarten Round-Up is used to orient students and parents of the expectations for the upcoming school year and summer packets are provided that include suggestions for parents to use in preparing the child to make a successful transition. Students attending Round-Up are evaluated based on Kindergarten Readiness Skills using teacher-made assessments. Observations are also conducted during the Round-Up by the teachers to assess the developmental level of social skills. Following Round-Up, the kindergarten teachers meet with the administrative team to discuss the positives, what needs to be changed or modified, and what needs to be discarded for the following year. During the school year, FLKRS, FAIR and STAR Literacy will be used as assessment tools. The Reading and Math Coach along with Administration will dis-aggregate the data based on the subgroups and use that data to drive instruction in reading and math.

Fifth grade students travel to the feeder middle school to visit the campus and become familiar with administration and counselors. Middle school teachers also make a visit to the elementary campus and teach a class period to all incoming fifth graders to help them get to know the sixth grade team of teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations.

Title I, Part A funds school-wide services to Purcell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant Migrant students enrolled in Purcell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Purcell Elementary hosts a school-wide Career day where over 30 speakers come to school and share their career and how math, reading, and science are critical to their jobs. Our guidance counselor also shares during our community time in the gym various avenues for advancement through college options, vocational ed, et... We also participate in the WE3 Expo where fifth graders are shown various schools that offer multiple tracks of careers and academies that they can apply for or attend in middle or high school.