

Polk County Public Schools

# Purcell Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

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

## Demographics

**Principal: Myra Richardson**

Start Date for this Principal: 7/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (34%) 2017-18: C (48%) 2016-17: C (46%) 2015-16: C (42%) 2014-15: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

## 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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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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	Job Duties and Responsibilities
NAVE, BETH	Principal	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 such as STAR, iStation, Freckle, Accelerated Reader, Smarty Ants, FSA, Formative Assessments and MTSS data.
Ferguson, Elizabeth	Instructional Coach	
Doucette, Christopher	Teacher, K-12	
McLachlan, Denise	Instructional Coach	
Othoson, Erik	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	76	73	97	74	75	0	0	0	0	0	0	0	466
Attendance below 90 percent	9	9	11	9	4	6	0	0	0	0	0	0	0	48
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	16	18	27	0	0	0	0	0	0	0	61

**The number of students with two or more early warning indicators:**

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

**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	8	2	22	14	15	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

24

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	17	18	12	10	6	6	0	0	0	0	0	0	0	69
One or more suspensions	0	5	3	7	3	3	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	14	13	46	14	12	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	0	6	15	0	0	0	0	0	0	0	21

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	3	8	7	10	0	0	0	0	0	0	0	38

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	51%	57%	43%	51%	55%
ELA Learning Gains	37%	51%	58%	49%	53%	57%
ELA Lowest 25th Percentile	36%	49%	53%	47%	50%	52%
Math Achievement	41%	57%	63%	57%	58%	61%
Math Learning Gains	30%	56%	62%	43%	57%	61%
Math Lowest 25th Percentile	24%	47%	51%	44%	49%	51%
Science Achievement	36%	47%	53%	36%	46%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	71 (0)	76 (0)	73 (0)	97 (0)	74 (0)	75 (0)	466 (0)
Attendance below 90 percent	9 (0)	9 (0)	11 (0)	9 (0)	4 (0)	6 (0)	48 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (0)	18 (0)	27 (0)	61 (0)

### Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	52%	-16%	58%	-22%
	2018	46%	51%	-5%	57%	-11%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	30%	48%	-18%	58%	-28%
	2018	39%	48%	-9%	56%	-17%
Same Grade Comparison		-9%				
Cohort Comparison		-16%				
05	2019	29%	47%	-18%	56%	-27%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-17%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	56%	-14%	62%	-20%
	2018	48%	56%	-8%	62%	-14%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	54%	56%	-2%	64%	-10%
	2018	55%	57%	-2%	62%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		6%				
05	2019	23%	51%	-28%	60%	-37%
	2018	61%	56%	5%	61%	0%
Same Grade Comparison		-38%				
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	45%	-12%	53%	-20%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		1%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	32	24	26	30	14	25				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	8	17		39	26	27					
BLK	35	40		40	27						
HSP	25	38	64	42	32	21	28				
WHT	39	31	26	42	29	28	39				
FRL	29	39	37	37	31	30	30				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Overall, ELA is the lowest performing area dropping from 46% to 34%. The learning gains also dropped from 45% to 37% overall and the bottom 25% went from 41% to 36%. Math is equally low dropping from 57% to 41%, Learning gains from 59% to 30%, and bottom 25% from 50% to 24%. Personnel and other variables school-wide impacted performance in both areas dramatically.

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

Math dropped the most from the prior year. In 5th grade the overall drop was over 28% due to having a substitute all year as one major factor. This was the only math instructor for the whole grade level.

**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.**

Both Math and ELA had relatively the same overall gap from the state average. ELA- state was 51% and Purcell was at 34% (17% difference), Math was at 57% and Purcell was at 41%, (16% difference).

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

Science went up 1% which showed the most improvement overall. However, fourth grade made showed the most overall increase.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Overall, we do not have major areas of concern other than attendance issues.

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

1. Increase reading skills overall
2. Increase learning gains in all subgroups
3. Increase math skills overall
4. Increase science overall
- 5.

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Core Instruction
<b>Rationale</b>	Overall core instruction is low with all content areas at or below 41% proficiency. This indicates that 60-70% of the students are below grade level. In ELA, 34% of the students are demonstrating proficiency, 37% showed learning gains, and the bottom 25% showed 36% growth. In math 41% of the students are demonstrating proficiency, 30% showed learning gains and the bottom 25% showed 24% growth. In Science 36% of the students demonstrated proficiency. These overall scores indicate a core instruction issue with fluency, comprehension and analysis of Florida State Standards. It also indicates that core instructional strategies are not providing the support needed to raise student proficiency. In the past three years, most proficiency rates were in the upper 40's or 50's in ELA and Math.
<b>State the measurable outcome the school plans to achieve</b>	As assessed by the FSA in the spring of 2020, proficiency in ELA overall will increase by 15% to a 49% overall. Learning gains will also increase 15% for all students and the bottom 25%. As assessed by the FSA in the spring of 2020, proficiency in math overall will increase by 15% to a 56% overall. Learning gains will also increase 15% for all students and the bottom 25%. As assessed by the FCAT Science, proficiency in Science will increase by 10% to a 46%.
<b>Person responsible for monitoring outcome</b>	BETH NAVE (beth.nave@polk-fl.net)
<b>Evidence-based Strategy</b>	Through the use of LSI planning model, curriculum planning days, bby Math strategies, Ready Florida and an increase of the amount of time reading and writing on grade level. Additionally, teachers will participate in study groups using Wiley Blevins Phonics and Phonemic Awareness in K-2, and Student Teaming for grades 3-5 in order to increase fluency, phonics, comprehension, student autonomy and rigor.
<b>Rationale for Evidence-based Strategy</b>	The listed strategies have proven to help increase student achievement by actively involving teachers in the standards based planning, lesson delivery, and coaching cycles and strategies. Teachers will also keep record of the data, instructional review feedback, assessment monitoring and planning agendas in their accountability notebooks to support these strategies and effectiveness.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers, coaches and leadership team will collaborate and plan together during Curriculum Development and Planning Days throughout the year. K-2 will plan during the school day while 3-5 will be paid for after hours planning days.</li> <li>2. Teachers, coaches and leadership team will participate, plan and implement BBY Math strategies through BBY Math training days and classroom model teaching with the consultant.</li> <li>3. Students and teachers will utilize new classroom libraries and new books from the media center in order to increase availability of on grade level books and to add more selection of various genres to all students.</li> <li>4. Teachers, coaches and leadership team will participate and plan with LSI consultants throughout the year to develop deeper understanding of planning for rigor, connecting standards with task alignment and success criteria.</li> <li>5. Ready Florida materials will be added as well for tutoring to increase strategies in the content areas of math and reading by using on-grade level materials that directly tie into Florida Standards.</li> <li>6. Coaches will run data reports and formative assessments for grade levels and will use ink and supplies purchased through TTI funding resources.</li> </ol>

7. Students will use new laptops/cart to increase technology availability for programs that are used to increase reading and math skills as provided by the district. (STAR,Smarty Ants, iStation, Freckle, etc.)
8. Teachers will run reports for data notebooks, formative assessment materials, MTSS data, ESE data, etc.. by using paper, ink, instructional supplies and resources provided by TT1 funding.
9. Families will be invited to a Parent Night in the first semester to increase family engagement and knowledge of ELA and Math proficiency requirements and strategies that can be used at home to enhance reading and math proficiency. The purchase of supplies, print materials and classroom libraries will required.
10. Teachers, coaches and administration will attend LSI Conference in Orlando in order to increase content capacity of Florida Standards, intent of standards, LSI planning models, student teaming, rigor and alignment. Use standards targets to implement learning goals and scales, and monitor progress of strategies used in classrooms. The conference will increase knowledge of standards based learning strategies so that they can in-turn share these strategies with teachers and support teachers as these strategies are implemented.
11. Caliphones (headsets with microphones) will also be utilized by students during lab times and with laptop carts in order to utilize speech features and listening to program components within the software used.
12. Paraprofessional will rotate throughout classrooms to increase skills with struggling students in reading and math.
13. Technology funds will be used to purchase printers for overall data collection and sharing, along with additional document cameras for classrooms to project student work.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

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#2	
<b>Title</b>	Learning Gains and Bottom 25%
<b>Rationale</b>	Overall core instruction is poor with all content areas at or below 41% proficiency. This indicates that 60-70% of the students are below grade level. In ELA, 37% showed learning gains, and the bottom 25% showed 36% growth. In math, 30% showed learning gains and the bottom 25% showed 24% growth. These overall scores indicate a core instruction issue because subgroups and learning gains of all and the bottom 25% are not performing as expected. It also indicates that supplemental strategies and small group instruction are not providing the support needed to increase learning gains. In the past three year, most learning gains ranged from 59%-45% in math, 49%-40% in ELA.
<b>State the measurable outcome the school plans to achieve</b>	As assessed by the FSA in the spring of 2020, proficiency in ELA overall will increase by 15% to a 49% overall. Learning gains will also increase 15% for all students and the bottom 25%. As assessed by the FSA in the spring of 2020, proficiency in math overall will increase by 15% to a 56% overall. Learning gains will also increase 15% for all students and the bottom 25%. As assessed by the FCAT Science, proficiency in Science will increase by 10% to a 46%.
<b>Person responsible for monitoring outcome</b>	BETH NAVE (beth.nave@polk-fl.net)
<b>Evidence-based Strategy</b>	Through the use of LSI planning model, curriculum planning days, bby Math strategies, Ready Florida and an increased amount of time reading and writing on grade level, student learning gains and proficiency will increase. Students will also be provided time during our Tier 2 and Power Hour push in model using all staff members to aid in increased reading and math skills. Additionally, teachers will participate in study groups using Wiley Blevins Phonics and Phonemic Awareness in K-2, and Student Teaming for grades 3-5 in order to increase fluency, phonics, comprehension, student autonomy and rigor.
<b>Rationale for Evidence-based Strategy</b>	The listed strategies have proven to help increase student achievement by actively involving teachers in the standards based planning, lesson delivery, small group instruction, MTSS support and monitoring in increase learning gains for all and the bottom 25%. Teachers will also keep record of the MTSS data, instructional review feedback, assessment monitoring and planning agendas in their accountability notebooks to support these strategies and effectiveness.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will utilize Ready Florida tutoring materials in reading and math to help increase the number of students with learning gains in all subgroups and the bottom 25%.</li> <li>2. Teachers, coaches and administration will attend LSI Conference in Orlando in order to increase content capacity of Florida Standards, intent of standards, LSI planning models, student teaming, rigor and alignment. Use standards targets to implement learning goals and scales, and monitor progress of strategies used in classrooms. The conference will increase knowledge of standards based learning strategies so that they can in-turn share these strategies with teachers and support teachers as these strategies are implemented.</li> <li>3. Coaches will run data reports and formative assessments for grade levels and will use ink and supplies purchased through TT1 funding resources.</li> <li>4. Students will use new laptops/cart to increase technology availability for programs that are used to increase reading and math skills as provided by the district. (STAR,Smarty Ants, iStation, Freckle, etc.)</li> </ol>

5. Teachers will run reports for data notebooks, formative assessment materials, MTSS data, ESE data, etc.. by using paper, ink, instructional supplies and resources provided by TT1 funding.
6. Families will be invited to a Parent Night in the first semester to increase family engagement and knowledge of ELA and Math proficiency requirements and strategies that can be used at home to enhance reading and math proficiency. The purchase of supplies, print materials and classroom libraries will required.
7. Paraprofessional will rotate throughout classrooms to increase skills with struggling students in reading and math.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

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#3	
<b>Title</b>	PBIS and Family Involvement
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Student discipline increased last year as far as OSS and ISS due to extenuating circumstances. This year the goal is to decrease overall OSS and ISS referrals by 20%. Additionally, 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.
<b>Person responsible for monitoring outcome</b>	BETH NAVE (beth.nave@polk-fl.net)
<b>Evidence-based Strategy</b>	PBIS program, CHAMPS, Stanford Harmony, Title One Parent and Family Engagements resources, and Drumbeat are programs and strategies that will be utilized to increase and promote positive behavior and support along with family involvement.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will use Student and Parent Involvement Agendas to communicate with families regarding academics, social behaviors, and events throughout the year to increase parent and family engagement.</li> <li>2. The school will use a school phone system "Message on Hold" to increase parent communication about upcoming events and activities parents can do at home with children while waiting on the phone.</li> <li>3. During parent and family engagement activities food will be provided to increase participation from families.</li> <li>4. To increase parent communication the use of paper and ink for newsletter, events, and flyers will be used.</li> <li>5. To increase positive behavior and provide an incentive for students, reward events will be held throughout the each grading period.</li> <li>6. Books purchased for the library and in classrooms will also include books for making healthy decisions socially, emotionally, and physically.</li> <li>7. Families will be invited to a Parent Night in the first semester to increase family engagement and knowledge of ELA and Math proficiency requirements and strategies that can be used at home to enhance reading and math proficiency. The purchase of supplies, print materials and classroom libraries will required.</li> </ol>

8. Parent Involvement para will work to increase parent communication and gather data for family participation.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

NA

## 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 Schoolwide Improvement Plan 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.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### 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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

Our school also utilizes the following resources:

Champs

PBIS

Standford Harmony curriculum

DrumBeat

**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. 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.

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. The students also participate in the WE3 Expo to learn about trade schools or feeder schools into high school to possibly earn certification in various fields.

- PRE-K
- Kindergarten Round Up
- 5th graders visiting/touring Mulberry Middle School
- Middle school parent event for incoming 6th graders
- WE3Expo attendance and promotion

**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.**

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

In order to advance college and career awareness we will post a graduation date for each grade leve inside their classroom, share this date with parents at meetings and award ceremonies as evidenced on the agendas, we will also participate in the Great American Teach-In, and the Polk State College Scholarship Program

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Core Instruction				\$250,568.57
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$64,080.24
Notes: Recruitment/Retention Stipends						
	5100	150-Aides	1141 - Purcell Elementary School	UniSIG		\$6,000.00
Notes: Recruitment/Retention Stipends						
	5100	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$5,361.12
Notes: Recruitment/Retention Stipends						
	5100	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$133.15
Notes: Recruitment/Retention Stipends						
	5200	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$22,400.00
Notes: Recruitment/Retention Stipends						
	5200	150-Aides	1141 - Purcell Elementary School	UniSIG		\$4,000.00
Notes: Recruitment/Retention Stipends						
	5200	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$2,019.60
Notes: Recruitment/Retention Stipends						
	5200	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$50.16
Notes: Recruitment/Retention Stipends						
	5500	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$8,000.00
Notes: Recruitment/Retention Stipends						
	5500	150-Aides	1141 - Purcell Elementary School	UniSIG		\$2,000.00
Notes: Recruitment/Retention Stipends						

	5500	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$765.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$19.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	150-Aides	1141 - Purcell Elementary School	UniSIG		\$1,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$76.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$1.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	1141 - Purcell Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	1141 - Purcell Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			

	7300	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	644-Computer Hardware Non-Capitalized	1141 - Purcell Elementary School	UniSIG		\$23,296.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - Laptops (28)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1141 - Purcell Elementary School	UniSIG		\$1,264.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- Laptop Cart</i>			
	6300	310-Professional and Technical Services	1141 - Purcell Elementary School	UniSIG		\$1,958.40
			<i>Notes: Professional and Technical Services - Reimburse Kelly Services for substitutes for teachers participating in curriculum planning during contact hours</i>			
	7730	330-Travel	1141 - Purcell Elementary School	UniSIG		\$2,000.00
			<i>Notes: Travel - Out of County/In State - Travel expenses to include hotel, mileage, registration and per diem to attend the LSI Summer Conference - Administration (2)</i>			
	6400	330-Travel	1141 - Purcell Elementary School	UniSIG		\$8,000.00
			<i>Notes: Travel - Out of County/In State - Travel expenses to include hotel, mileage, registration and per diem to attend the LSI Summer Conference -Teachers (8)</i>			
	5100	510-Supplies	1141 - Purcell Elementary School	UniSIG		\$33,224.10
			<i>Notes: Classroom Libraries and/or guided reading books - 30 classrooms</i>			
	5100	510-Supplies	1141 - Purcell Elementary School	UniSIG		\$4,000.00
			<i>Notes: Instructional Supplies - small group - paper, notebooks, binders, post it notes, markers, highlighters</i>			
	5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$3,000.00
			<i>Notes: Technology-Related Supplies - ink and toner</i>			
	6400	510-Supplies	1141 - Purcell Elementary School	UniSIG		\$2,500.00
			<i>Notes: Supplies - small group - paper, notebooks, binders, post it notes, markers, highlighters</i>			
	6400	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$2,000.00
			<i>Notes: Technology Related Supplies - Ink and Toner</i>			
	6200	610-Library Books	1141 - Purcell Elementary School	UniSIG		\$18,387.84
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$7,577.50
			<i>Notes: Technology-Related Supplies - Headphones with microphones (350)</i>			



	6300	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$1,379.10
			Notes: Stipends for Classroom Teachers participating in curriculum planning after contact hours			
	6300	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		\$700.00
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists			
	6300	140-Substitute Teachers	1141 - Purcell Elementary School	UniSIG		\$200.00
			Notes: Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification)			
	6300	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$193.06
			Notes: Retirement - 8.47%- Curriculum Planning			
	6300	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$174.37
			Notes: Social Security - 7.65% -Parent/Family Engagement			
	6300	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$4.33
			Notes: Workers Compensation - .19% - Curriculum Planning			
2	III.A.	Areas of Focus: Learning Gains and Bottom 25%				\$0.00
3	III.A.	Areas of Focus: PBIS and Family Involvement				\$0.00
Total:					\$258,611.38	