

Polk County Public Schools

Carlton Palmore Elementary School



2019-20 Schoolwide Improvement Plan

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Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

<http://schools.polk-fl.net/carltonpalmore>

Demographics

Principal: Brady Draper

Start Date for this Principal: 8/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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*
School Grades History	2018-19: B (55%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

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.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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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.

Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level.

Provide the school's vision statement.

Carlton Palmore strives to connect students, parents and teachers by creating a "A Learner Today, A Leader Tomorrow."

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
Dardis, Badonna	Principal	<p>The principal provides a common vision for the use of data-based decision-making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. The principal also develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.</p>
Showers-Coy, Sommer	School Counselor	<p>Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success. This position exists to provide a comprehensive counseling program that addresses academic, personal/ social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.</p>
Maslyn, Jessica	Teacher, K-12	<p>This position consists of working with students that need enrichment and working with classroom teachers with students that need ACCEL or enrichment. Assisting the leadership team to review school wide data of our</p>

Name	Title	Job Duties and Responsibilities
		<p>enrichment students is one of the responsibilities of this position as well as identifying students that need to be tested for our gifted program.</p>
Leskis, Lindsey	Instructional Coach	<p>Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy and math curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Provide follow-up support for professional development in the assigned content areas.</p>
Paye, Madison	Instructional Coach	<p>Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy and math curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. Provide follow-up support for professional development in the assigned content area.</p>
Wiggins, Rebecca	Assistant Principal	<p>Assists the principal in providing a common vision for the use of data-based decision making; assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.</p>

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	77	66	67	73	57	65	0	0	0	0	0	0	0	405
Attendance below 90 percent	23	22	12	8	9	12	0	0	0	0	0	0	0	86
One or more suspensions	14	13	8	6	2	16	0	0	0	0	0	0	0	59
Course failure in ELA or Math	3	4	1	4	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	14	11	32	0	0	0	0	0	0	0	57

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	9	13	5	10	6	17	0	0	0	0	0	0	0	60

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	1	2	4	8	0	0	0	0	0	0	0	0	0	15
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)

26

Date this data was collected or last updated

Wednesday 8/21/2019

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	19	19	13	10	15	15	0	0	0	0	0	0	0	91
One or more suspensions	11	16	7	6	8	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	1	2	0	4	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	17	13	0	0	0	0	0	0	0	43

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	8	7	4	3	2	3	0	0	0	0	0	0	0	27

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	19	19	13	10	15	15	0	0	0	0	0	0	0	91
One or more suspensions	11	16	7	6	8	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	1	2	0	4	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	17	13	0	0	0	0	0	0	0	43

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	8	7	4	3	2	3	0	0	0	0	0	0	0	27

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	60%	51%	57%	52%	51%	55%
ELA Learning Gains	59%	51%	58%	61%	53%	57%
ELA Lowest 25th Percentile	56%	49%	53%	47%	50%	52%
Math Achievement	64%	57%	63%	58%	58%	61%
Math Learning Gains	59%	56%	62%	66%	57%	61%
Math Lowest 25th Percentile	34%	47%	51%	58%	49%	51%
Science Achievement	51%	47%	53%	58%	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	77 (0)	66 (0)	67 (0)	73 (0)	57 (0)	65 (0)	405 (0)
Attendance below 90 percent	23 (19)	22 (19)	12 (13)	8 (10)	9 (15)	12 (15)	86 (91)
One or more suspensions	14 (11)	13 (16)	8 (7)	6 (6)	2 (8)	16 (8)	59 (56)
Course failure in ELA or Math	3 (1)	4 (2)	1 (0)	4 (4)	0 (0)	0 (0)	12 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (13)	11 (17)	32 (13)	57 (43)

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	56%	52%	4%	58%	-2%
	2018	60%	51%	9%	57%	3%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	75%	48%	27%	58%	17%
	2018	55%	48%	7%	56%	-1%
Same Grade Comparison		20%				
Cohort Comparison		15%				
05	2019	47%	47%	0%	56%	-9%
	2018	44%	50%	-6%	55%	-11%
Same Grade Comparison		3%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	56%	12%	62%	6%
	2018	60%	56%	4%	62%	-2%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	73%	56%	17%	64%	9%
	2018	63%	57%	6%	62%	1%
Same Grade Comparison		10%				
Cohort Comparison		13%				
05	2019	50%	51%	-1%	60%	-10%
	2018	52%	56%	-4%	61%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	45%	4%	53%	-4%
	2018	59%	51%	8%	55%	4%
Same Grade Comparison		-10%				
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	20	43	47	34	33	33					
ELL	38			62							
BLK	40	63	67	50	55	47	37				
HSP	62	53		79	70		50				
WHT	71	61	42	64	60	20	63				
FRL	52	56	50	61	58	43	48				
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	3	33	38	12	18	19	60				
BLK	28	43	38	36	41	13	15				
HSP	59	50		64	53		68				
WHT	63	62	54	70	61	40	81				
FRL	45	47	36	50	49	28	56				
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	7	30	38	7	43	50	20				
ELL	29			57							
BLK	35	67	75	43	70	69	31				
HSP	58	68		68	75		69				
WHT	60	56	20	62	57	46	68				
FRL	38	56	50	50	64	54	54				

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)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

The component that continues to be one of our lowest performing areas is our bottom 25% in math. We went from 31% gains in 2017 on Math FSA to 34% gains in our bottom 25% in math, this is an increase of 3% from 20-17 to 2018 FSA Math assessment. The contributing factors were primarily in the 5th grade as we lost a teacher mid-year and placed a 2nd grade teacher in 5th grade to finish out the school year. Based on our clean data, only 19% of our bottom 25% in 5th grade made gains and this effected this cell. We had gains in the majority of our subgroups. The only subgroup not meeting the 41% in math is our SWD. Our students with disabilities are much of our bottom 25% school-wide. By focusing on our bottom 25% we will be meeting the needs of many of our SWD as 43% of our bottom 25% are students with disabilities in math.

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

Our greatest decline from the 2018 to the 2019 data was evident in science. We had a decline of 11% points. The decline was due to the change of the instructional model the teacher was implementing. She changed the model from hands-on to computer based for many of the units. She will be adjusting her teaching and having fewer computer based research projects and more hands-on learning. The hands-on learning she implemented in 2016 afforded us the score of 66% proficient.

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.

We are currently above the state and district average in all data components with the exception of the math learning gains and the bottom 25% learning gains. We are above the district in math learning gains by 3% at 59% and below the state by 3%. The bottom 25% in math have significant gaps compared to the district and the state, with 43% of our bottom 25% being the SWD subgroup. We are 13% lower than the district and 17% lower then the state at 35% gains in our bottom 25% in math. The issue appeared to rest with our 5th grade math when data was broken down by teacher. The change of teachers in 5th grade math mid-year played a factor in our 5th grade math scores and training the new math teacher on the implementation of small group instruction was a challenge as our math coach pushed in to improve the student deficits.

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

We are showing a trend in gains in our proficiency levels in reading and math for the past three years. All reading components showed an improvement for the 2018 school year; however, the bottom 25% in reading showed an increase of 13% from the 2018 to 2019 FSA reading assessment. Last year one of our goals was to improve our bottom 25% in reading and math. We developed a system for small group instruction (guided reading instruction) and pushed in SRA for our ESE students in addition to the "regular" curriculum.

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

Based upon the Early Warning System data, the two areas of concern are students with attendance below 90% and students with one or more suspensions.

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

1. Increase the gains in the bottom 25% in math and reading.
2. Address the ESE populations gains through small group instruction in both reading and math to decrease the achievement gap between subgroups. Many of these students are in our bottom 25% in math and reading.
3. Continue to increase our proficiency levels in reading, math and science while increasing student learning gains in math and reading.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Through flexible, differentiated small group instruction we will increase ALL student academic growth in reading and math, with a focus on our bottom 25% making learning gains on the 2020 Reading and Math FSA assessments.
Rationale	Based on our 2019 FSA data for math and reading we improved in gains for math and reading, as well as the bottom 25% in reading and math. Therefore, we will continue to monitor and focus on the areas of growth. We noted an increase of 6% in ELA gains and 13% increase in the bottom 25%. We noted an increase of 5% in math gains and an increase of 3% in our bottom 25%. This year we will continue to monitor and give feedback for flexible small grouping. As well as breaking down the Standard into targets and success criteria to lead the small group instruction (LSI).
State the measurable outcome the school plans to achieve	Individual students' math and reading standard deficiencies will be taught during flexible, differentiated small group instruction to improve their academic knowledge in math and reading to ensure individual academic growth of all students resulting in gains in math and reading. Our outcome would be to see a minimal improvement in all cells by 4% or more. Success criteria will be used to ensure students understand and grasp all parts of a given standard.
Person responsible for monitoring outcome	Badonna Dardis (badonna.dardis@polk-fl.net)
Evidence-based Strategy	Monitor small group lesson plans, student artifacts and addressing data monthly with the teachers during Professional Learning Communities. Observing and monitoring flexible, differentiated small group instruction by administration and coaches with evidence of student learning and student tasks.
Rationale for Evidence-based Strategy	The rationale is to have purposeful lesson plans based on data and student deficiencies at their individual level for small groups. The purpose is to meet students "where they are" for small group instruction to fill in academic gaps they may have individually. Progress monitoring will be a tool we implement to see growth our students. We would note that small group is occurring based on data, lesson plans and evidence of student work. Through observations on journey with a close look at small groups we can ensure the goal is being met.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train all teachers on data collection - LSI targets and success criteria will be used to identify small groups 2. Ensure all teachers have flexible small groups based on data collection 3. Walk-throughs during small group time 4. Ensuring they have all materials for small group instruction (Leveled Literacy Intervention system, Smarty Ants, Freckles, Reading A-Z individual student readers for marking reading skills, SOS, as well as writing to explain in journals) based on the individual student levels. 5. Ensure differentiation is occurring during whole group by pulling students back that are struggling with new, current standard as assessed through the success criteria. 6. Teachers will use the LSI standards tracker to continue using targets based on the Florida Standards that will be broken down into success criteria so students can track their learning. 7. Teacher will track mastery of standards through the use of their data notebooks on individual student progress.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

#2

Title Through the "Leader in Me" initiative of creating individual student data notebooks and setting monthly individual learning goals, we will increase ALL student learning gains on the 2020 Math and Reading FSA assessments.

Rationale Based on our increases from the 2019 school of 7% in ELA proficiency, 4% math proficiency, 6% ELA gains, 5% math gains, 13% in ELA bottom 25% gains and 3% gains in the math bottom 25% we will continue this goal in order to continue our improvement. Students, along with their teachers, will regularly analyze evidence of their individual student progress.

State the measurable outcome the school plans to achieve Through student data notebooks and setting monthly learning goals we will see an increase across all cells of 4% due to students taking ownership of their learning and tracking their personal data and increasing their goals three times a year.

Person responsible for monitoring outcome Badonna Dardis (badonna.dardis@polk-fl.net)

Evidence-based Strategy Evidence will be tracked through a school-wide excel sheet as to if goals are reached through our progress monitoring tools. Student data notebooks will be monitored by the teacher and the teacher data will be monitored by administration. Evidence will be shared through data chats at all levels three times a year.

Rationale for Evidence-based Strategy The rationale for selecting this strategy is it keeps students aware of "where they are going" in the learning process and what their strengths and weaknesses are based on the standards.

Action Step

Description

1. Students will track their progress on math and reading assessments and assignments.
2. Students will analyze their errors for patterns, and describe what they see in the data about their current level of performance.
3. Teachers will assist students in setting individual goals each month based on the new data coming in each month.
4. We will teach the 7-habits and leadership skills so students learn to take ownership of their learning in order to progress successfully.

Person Responsible Badonna Dardis (badonna.dardis@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).

Science will be addressed with the 5th grade science teacher. She will include more hands-on science lessons and less computer based research in order to improve student achievement in science.

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.

Carlton Palmore Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. Every other month beginning in October, a school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on the wall in the main entrance to the campus. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "CPE event" that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration every semester.

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.

Carlton Palmore Elementary (CPE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics. The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Lakeland Behavioral Health.

CPE has become a Leader in Me school and we incorporate the 7-Habits of Happy Kids into our leadership curriculum. We have relationship building "Monday Morning" class meetings and on early release days once a month we buddy read with older students mentoring younger students. Teachers make sure the students feel safe and not insecure by providing specific strategies and lesson on the 7-Habits to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan, collaborative pairs, and Tier plans. CPE is great at providing a support team for the individual student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills by imbedding the 7-Habits throughout the day and students are praised for a job well done to help develop character along with academics.

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

- Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.
- We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.
- Two ESE PRE-K programs and one VPK program.
- Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.
- Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.
- The strings teacher teaches at our school and at the middle school.
- Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why they need to focus on learning and becoming proficient in math and reading.

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.

The MTSS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

The MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

**Services are provided to ensure students requiring additional remediation are assisted through afterschool

programs. The district coordinates with Title II and Title III in ensuring staff development.

**Migrant Liaison provides services and support to students and parents. The liaison coordinates with

**District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

**District receives supplemental funds for improving basic education programs through the purchase of

small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)
 **Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

**District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

**The district coordinates funds to provide summer school for Level 1 readers.

Funds will be used to expand the summer program to all Level 2 students.

**Violence Prevention Programs -The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

The Title 1 funds provide supplemental instructional resources and interventions so that students achieve academic success.

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Through flexible, differentiated small group instruction we will increase ALL student academic growth in reading and math, with a focus on our bottom 25% making learning gains on the 2020 Reading and Math FSA assessments.				\$26,221.06
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$2,100.00
<i>Notes: Reading A-Z for small group instruction</i>						
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$5,350.00
<i>Notes: LSI - STANDARDS TRACKER</i>						
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$3,481.60
<i>Notes: LSI/PD</i>						
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$1,427.00
<i>Notes: Instructional Materials</i>						
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$5,000.00
<i>Notes: Print A-Z readers for small group instruction</i>						
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$5,862.46
<i>Notes: Technology for small group centers and instruction.</i>						

			0061 - Carlton Palmore Elem. School	Title, I Part A		\$3,000.00
			<i>Notes: Small group instruction during Extended Learning</i>			
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$0.00
			<i>Notes: Purchase of Fontas an Pinnell materials</i>			
2	III.A.	Areas of Focus: Through the "Leader in Me" initiative of creating individual student data notebooks and setting monthly individual learning goals, we will increase ALL student learning gains on the 2020 Math and Reading FSA assessments.				\$17,467.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$7,500.00
			<i>Notes: Leader in Me Basic System</i>			
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$967.00
			<i>Notes: Binders for student data notebooks.</i>			
			0061 - Carlton Palmore Elem. School	Title, I Part A		\$9,000.00
			<i>Notes: Leader in me PD Conference</i>			
					Total:	\$43,688.06