Walter Caldwell Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

http://schools.polk-fl.net/caldwell

Demographics

Principal: Kathryn Ashmore

Start Date for this Principal: 8/21/2017

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: C (42%) 2017-18: D (38%) 2016-17: D (38%) 2015-16: D (36%) 2014-15: D (33%)
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.

Table of Contents

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

http://schools.polk-fl.net/caldwell

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	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

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 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.

Caldwell Elementary will provide high levels of effective instruction along with social and emotional learning that enables students to achieve proficiency of state standards.

Provide the school's vision statement.

At Caldwell Elementary, we foster a rigorous, standards-based learning environment that engages and develops learners through critical thinking and problem-solving strategies while empowering them to be independent well-rounded learners and leaders.

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
Hill, Cheryl	Principal	
Ashmore, Kathryn	Assistant Principal	
Swartz, Kimberly	Teacher, K-12	
Irwin, Tamesia	Instructional Media	
Higgins, Megan	Teacher, ESE	
Taylor, Nicole	Instructional Technology	
Chisholm, Renne	School Counselor	

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	115	123	122	118	112	97	0	0	0	0	0	0	0	687
Attendance below 90 percent	8	24	17	17	18	13	0	0	0	0	0	0	0	97
One or more suspensions	0	2	4	1	3	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	4	15	12	29	9	17	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	9	18	39	0	0	0	0	0	0	0	66

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	1	1	2	9	5	10	0	0	0	0	0	0	0	28

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	4	2	2	6	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	4	0	0	0	0	0	0	0	5

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

Date this data was collected or last updated

Sunday 8/18/2019

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	21	28	19	22	24	0	0	0	0	0	0	0	133
One or more suspensions	1	4	2	8	10	15	0	0	0	0	0	0	0	40
Course failure in ELA or Math	4	0	2	0	1	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	15	25	30	0	0	0	0	0	0	0	70

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	1	0	2	9	7	0	0	0	0	0	0	0	19

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	21	28	19	22	24	0	0	0	0	0	0	0	133
One or more suspensions	1	4	2	8	10	15	0	0	0	0	0	0	0	40
Course failure in ELA or Math	4	0	2	0	1	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	15	25	30	0	0	0	0	0	0	0	70

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	1	0	2	9	7	0	0	0	0	0	0	0	19

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	44%	51%	57%	41%	51%	55%
ELA Learning Gains	47%	51%	58%	45%	53%	57%
ELA Lowest 25th Percentile	49%	49%	53%	39%	50%	52%
Math Achievement	47%	57%	63%	41%	58%	61%
Math Learning Gains	47%	56%	62%	36%	57%	61%
Math Lowest 25th Percentile	30%	47%	51%	34%	49%	51%
Science Achievement	29%	47%	53%	27%	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	115 (0)	123 (0)	122 (0)	118 (0)	112 (0)	97 (0)	687 (0)
Attendance below 90 percent	8 (19)	24 (21)	17 (28)	17 (19)	18 (22)	13 (24)	97 (133)
One or more suspensions	0 (1)	2 (4)	4 (2)	1 (8)	3 (10)	3 (15)	13 (40)
Course failure in ELA or Math	4 (4)	15 (0)	12 (2)	29 (0)	9 (1)	17 (1)	86 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (15)	18 (25)	39 (30)	66 (70)

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	52%	52%	0%	58%	-6%
	2018	41%	51%	-10%	57%	-16%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	34%	48%	-14%	58%	-24%
	2018	36%	48%	-12%	56%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
05	2019	38%	47%	-9%	56%	-18%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	58%	56%	2%	62%	-4%	
	2018	53%	56%	-3%	62%	-9%	
Same Grade Comparison		5%					
Cohort Comparison							
04	2019	53%	56%	-3%	64%	-11%	
	2018	28%	57%	-29%	62%	-34%	
Same Grade Comparison		25%					
Cohort Comparison		0%					
05	2019	24%	51%	-27%	60%	-36%	
	2018	30%	56%	-26%	61%	-31%	
Same Grade Comparison		-6%					
Cohort Comparison		-4%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	28%	45%	-17%	53%	-25%	
	2018	29%	51%	-22%	55%	-26%	
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	14	19	21	11	20	21	17				
ELL	28	41	39	36	45	44	9				
BLK	39	41	54	46	43	29	30				
HSP	39	48	43	41	47	50	21				
WHT	50	51	62	50	49	13	36				
FRL	41	47	43	42	43	26	23				
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	16	22	27	14	15	20					
ELL	27	55	69	36	31	50	36				
BLK	30	41	47	31	30	44	5				
HSP	40	50	50	37	26	33	36				
WHT	45	41	39	44	30	29	33				
FRL	39	49	49	38	31	35	29				

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	13	26	31	23	30	38					
ELL	35	41	58	34	44	50	11				
BLK	29	49	42	35	40	36	14				
HSP	46	48	58	38	36	29	29				
WHT	43	41	22	42	32	38	31				
FRL	33	41	42	33	32	28	19				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	38
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	44
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	44
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	44
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	41
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.

Student learning gains in math for the lowest 25th percentile (30%) was the lowest of all the data components. For the past three years, learning gains in math for the lowest 25th percentile has been well below the district and state averages.

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

Learning gains in math for the lowest 25th percentile (30%) showed the greatest decline from that of the prior year (36%)

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.

Student learning gains in the lowest 25th percentile (30%) had a 21% gap when compared to the state average (51%). Science achievement (29%) had a 24% gap when compared to the state average (53%). For the past three years, both student proficiency in science and learning gains in the lowest 25th percentile have shown significant gaps when compared to the state averages. Analysis of the data indicates a greater need for content-rich science instruction and rigorous standards-based math instruction.

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

The ELA proficiency for 3rd-grade students showed the most improved: 2019 -52%; 2018-41% (11% increase). However, overall math proficiency for 3-5 showed improvement: 2019 - 47%; 2018 - 39% (8% increase). Differentiating instruction, analyzing student work, progress monitoring, coaching students to proficiency and implementing Marazano/LSI instructional strategies were actions taken by Caldwell Elementary.

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

Retained students and attendance are two potential areas of concern as indicated by our EWS data,

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

1. Learning Gains for all students in both ELA and Math; particularly SWD and ELL students
2. Attendance - having at least 95% of our students at school no less than 95% of the time.
3. Increase student proficiency in science
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. Currently, over 20% of students are chronically absent.

State the measurable outcome the school plans to achieve	Caldwell Elementary will reduce the percentage of chronically absent students from 20% to 15%. At least 85% of students will attend school 95% of the time.
Person responsible for monitoring outcome	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)
Evidence-based Strategy	Students identified with 5 or more absences from the previous school year will be assigned an attendance mentor. Parent/guardians will be sent postcard(s) encouraging to them improve their student's attendance.
Rationale for Evidence-based Strategy	The Institute of Educational Science/US Department of Education published a report by the School District of Philadelphia that used student attendance information mailed to encourage parents to improve student attendance saw a 2.4% reduction in student absences. Students are more likely to succeed when they feel connected to school. School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals. Attendance mentors will provide an additional layer of support for students that are chronically absent.

Action Step	
Description	1. The leadership team will analyze attendance data and identify all incoming students with 5 or more absences for the previous school year. 2. Each targeted student will have a member of the leadership team, support staff and/or elective teacher assigned as an "attendance mentor". (Attendance mentors will connect with their mentees 2-3 times per week through one-on-one meetings, small groups, before/after school greetings, etc.) 3. Teachers will make phone calls home to any student absent 2 or more days in a month. 4. Weekly attendance recognition will be given to students, parents, and/or classrooms. Students present for 95% or more days will be invited to the Black Top celebration - every 9 weeks. 5. Students and parents will sign an attendance agreement; Presentation to parents and student about the importance of attending school will be given during Open House and throughout the school year. 6. The media specialist will serve as the coordinator with elective teachers and designated support staff to communicate attendance needs.
Person Responsible	Tamesia Irwin (tamesia.irwin@polk-fl.net)

#2	
Title	ELA/Math Proficiency/Learning Gains for SWD and ELL subgroups
Rationale	Proficiency in the area of ELA and Math for both our SWD and our ELL student is an area of growth for Caldwell Elementary. According to our ESSA data, our federal index for SWD is 18% and ELL is 38%. Both are below the target index of 41%. By focusing on the targeted needs of specific subgroups within our school, we are able to ensure equity and access to the curriculum necessary to help students reach the cognitive complexity needed to demonstrate academic achievement. The increase in proficiency and learning gains among our subgroups will cause an increase in the overall proficiency and learning gains for all students.
State the measurable outcome the school plans to achieve	Caldwell Elementary will increase the federal index as reported by ESSA for SWD to 25% and ELL to 41%. Learning Gains in math for SWD will increase from 20% to 26%. Thereby increasing the overall proficiency and learning gains by 3% and ELA from 19% to 25%.
Person responsible for monitoring outcome	Cheryl Hill (cheryl.hill@polk-fl.net)
Evidence-based Strategy	We will improve learning gains in both ELA and Math (specifically the lowest 25th percentile) by providing rigorous standards-based instruction utilizing district curriculum maps, learning targets and success criteria.
Rationale for Evidence-based Strategy	Clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Moss, Brookhart, & Long, 2011). This point has been demonstrated for all age groups and in a variety of subjects. The important point here is that students should have clear goals. "The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for the lesson and use it along with their students to aim for and assess understanding. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of all students." —Brookhart, S. M., & Moss, C. M. (2012).

Action Step	
Description	1. To meet the intended outcome regarding the increased proficiency of both SWD and ELL subgroups, instructional/performance tasks will be closely aligned to learning target/standard, will increase student exposure to complex text and focus to teach student strategies that will increase comprehension of complex text. 2. Instructional planning with the regular Ed teacher and ESE inclusion teachers will take occur weekly. 3. Both Reading Interventionionists (K-2) and (3-5) will work with teachers and students to diagnose reading deficits and provide specific interventions. Utilizing the SIPPS invention program and Leveled Literacy Interventions (LLI) (Fountas and Pinnell) reading intervention program. 4. All grade-levels will utilize What's My Place? What's My Value? (WMP? WMV?). Materials will be purchased for new teachers.

5. Teachers will participate in professional development/training with Libby Pollard - (WMP? WMV?) using substitute teachers in the classroom for this staff development.

6. K-2 teachers will utilize curriculum planning days to plan specific interventions for SWD and ELL students.

7. Teachers will participate in professional development from LSI Essentials for Rigor which may occur after school or Saturdays.

8. The entire staff will participate in a book study, "Conditions for Rigor" by Jennifer Cleary, Terry Morgan, and Robert Marzano

9. Use formative assessments to differentiate instruction for extension and remediation.

10. Implement daily math fluency practice

11. Teachers will consistently use instructional strategies that require all students to make their learning visible.

12. During data day and PLCs, teachers will analyze individual classroom assessment data to identify and target interventions needed to support proficiency and learning gains.

13. Use Freckle, I-station, STAR and Smarty Ants to progress monitor and differentiate instruction for all grade-levels.

14. Provide specific professional development in ESOL/ELL strategies to teachers and support staff.

15. Teachers needing specific support in content area/core instruction will be identified through walk-throughs and observations and will be provided support by the Math coach and Reading Coach.

16. The math and reading coaches will utilize PLCs and collaborative planning sessions to assist teachers in analyzing student data weekly and providing nonevaluative instructional feedback.

17. Florida Ready materials (reading/math/writing) will be used for extended learning

18. Elementary DBQs and Lucy Caulkins writing units will be purchased and used to strengthen the writing skills of all students (K-5).

19. Paraprofessionals will be used to provide tutoring, remediation, and/or extension to students in small groups during math, reading and/or science instruction.

20. Technology supplies/programs such as Nearpod will be purchased and used to increase student engagement in the classrooms and to create an inclusive and immersive learning environment by allowing students to actively participate in instruction and customize lessons for SWD and ELL students.

21. A subscription to Reading A-Z will be used to enhance the reading materials/leveled reading books needed for all students specifically for SWD and ELL students.

22. Both reading interventionists will push into classrooms and provide instructional support to our Tier 2 and Tier 3 students.

Person Responsible   Cheryl Hill (cheryl.hill@polk-fl.net)

#3	
Title	Science Proficiency
Rationale	Problem-solving is vital to developing logical thinkers and life-long problem solvers, all of which are good characteristics os scientist. To ensure high levels of achievements in the area of science, students need to be exposed to inquiry-based instruction and cognitively complex questions centered around science content. Proficiency scores in science (29%) have been historically lower than the district and state averages. The sciences scores do not mirror the ELA proficiency scores which indicate a need to strengthen core instruction in science.
State the measurable outcome the school plans to achieve	Through targeted support, science proficiency scores will increase to 55%.
Person responsible for monitoring outcome	Cheryl Hill (cheryl.hill@polk-fl.net)
Evidence-based Strategy	Incorporate content-rich, rigorous, standards based-instruction using Marzano/LSI strategies for achieving rigor. by emphasizing critical thinking, higher-order problem solving, and transferable skills.
Rationale for Evidence-based Strategy	Most teachers understand that increasing rigor is necessary but lack the know-how to shift core instruction. LSI helps teachers focus on high-yield strategies that raise student achievement across the board.
Action Step	
Description	1. Teachers will utilize the science curriculum/district learning maps to create units of study that will focus on science standards. 2. Students will read non-fiction texts and science based-leveled readers. - Classroom libraries will be purchased for new teachers - emphasizing non-fiction and science-based texts) 3. 4th/5th-grade students will visit the STEAM lab weekly 4. Weekly and/or Quarterly science assessments will be used to progress monitor and remediate students using the computer lab para for small group instruction/interventions. 5. Provide tutoring (Science Academy) for 5th-grade students to review 3rd/4th grade tested standards. 6. STEM materials will be purchased for use as additional instructional tools/resources. 7. Additional technology materials will be purchased and used in the STEAM lab to increase engagement and provide scientific simulations for students to experience science concepts.
Person Responsible	Kathryn Ashmore (kathryn.ashmore@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).

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
• Mentoring Programs
• Sanford Harmony

We will utilize the Sanford Harmony Social Emotional Learning program to teach Social and Emotional Skills to students. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities—from preschool through sixth grade—in an effort to reduce bullying and help develop the youth of today into tolerant, compassionate, and caring adults for the future. We also utilize strategies from Teaching and Engaging Students in Poverty by Eric Jensen. Additionally, we are a PBIS school and provide positive behavioral interventions and supports to all students.

SHINE is a mentoring program that Caldwell has implemented for students who are in need of extra emotional resources. We have partnered with Auburndale High School and local community members and business partners to mentor our students. The mentors meet with students to complete various activities. The activities are focused on Being Prepared, Acting Responsibly, Exhibiting Self-Control, Respecting Everyone and Showing Kindness.

For students who need additional support, Caldwell utilizes the Check-In system. Assigned staff members can check-in on specific students or students can check-in with staff members. The staff member becomes an anchor for the student in need.

Behavioral trackers with built-in breaks and rewards are used for students who need Tier 2 or Tier 3 social-emotional or behavioral interventions.

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

Our Pre-K teachers coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught our school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. These are then made a part of the student's portfolio. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age-appropriate to our students. The funding is received through District School Readiness, Operational Budget, and Federal Funds through district Child Find.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month.

Kindergarten teachers provide on-site screening for beginning kindergartners prior to school beginning. The students rotate to each teacher to perform an activity. This gives teachers and students a chance to interact as well as an opportunity for the students to visit the kindergarten classrooms. Parents and students also have an opportunity to meet their child's teacher at Orientation before school starts. Weekly newsletters are sent home. At the beginning of the year, teachers provide a "field trip" to a different area each day. Students are taken to the cafeteria, library, office, music room, art room, PE field, etc. to familiarize students with our school campus.

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.

Based on student achievement data, Title One Funds help purchase additional support staff. A Literacy Coach and Math Coach were hired to work with instructional staff to strengthen ELA and Math instruction. Two Reading Interventionists (K-2); (3-5) were hired to work with Tier 2 and Tier 3 students. Three instructional paras have been hired to assist small group tutoring for students in grades K-5. The paras provide tutoring during core instruction.

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 the 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.

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 the funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

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

1	III.A.	Areas of Focus: Attendance	$0.00
2	III.A.	Areas of Focus: ELA/Math Proficiency/Learning Gains for SWD and ELL subgroups	$0.00
3	III.A.	Areas of Focus: Science Proficiency	$0.00
		Total:	$0.00