

Polk County Public Schools

# Carlton Palmore Elementary School



## 2020-21 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: 7/1/2015

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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: B (55%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (51%)
<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>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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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## Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

### School Board Approval

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### SIP Authority

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<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.**

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, position title, and job duties/responsibilities 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>
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 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</p>



Name	Title	Job Duties and Responsibilities
		<p>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>
	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. The 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 a 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>

**Demographic Information****Principal start date**

Wednesday 7/1/2015, Brady Draper

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

33

**Demographic Data**

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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: B (55%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (51%)
<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>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	81	65	71	82	60	70	0	0	0	0	0	0	0	429
Attendance below 90 percent	23	13	14	12	6	5	0	0	0	0	0	0	0	73
One or more suspensions	7	10	4	5	9	11	0	0	0	0	0	0	0	46
Course failure in ELA	2	1	0	4	0	0	0	0	0	0	0	0	0	7
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	8	4	14	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	6	4	11	0	0	0	0	0	0	0	21
December STAR ELA	0	0	0	16	9	15	0	0	0	0	0	0	0	40
December STAR Math	0	0	0	11	4	9	0	0	0	0	0	0	0	24

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	4	6	6	15	11	15	0	0	0	0	0	0	0	57

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	2	1	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 5/27/2020

### 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	
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

**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	
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

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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.

**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 2017 to the 2018 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. 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 2017 to 2018 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"

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

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.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus</b>	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. Based on our 2019 FSA data for math and reading we improved in gains for math and reading,
<b>Description and Rationale:</b>	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).
<b>Measurable Outcome:</b>	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.
<b>Person responsible for monitoring outcome:</b>	Badonna Dardis (badonna.dardis@polk-fl.net)
<b>Evidence-based Strategy:</b>	Coaches and administration will 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.
<b>Rationale for Evidence-based Strategy:</b>	The rationale is to have purposeful lesson plans based on data and student deficiencies at their individual level 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 Steps to Implement**

Reading and Math coach will train all teachers on data collection - LSI targets and success criteria will be used to identify small groups. Also tracking of individual student growth using LLI materials in ELA.

**Person Responsible** Madison Paye (madison.paye@polk-fl.net)

Ensure all teachers have flexible small groups based on data collection

**Person Responsible** Madison Paye (madison.paye@polk-fl.net)

Walk-throughs during small group time

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

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. Instructional technology will be a must for these on-line resources that address individual student learning needs.

**Person Responsible** Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Ensure differentiation is occurring during whole group by pulling students back that are struggling with new, current standard as assessed through the success criteria.

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

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.

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

Teacher will track mastery of standards through the use of their data notebooks, either electronically or hard copy, on individual student progress.

**Person Responsible** Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

**#2. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Through the "Leader in Me" initiative of creating individual student data notebooks and setting monthly individual learning goals as well as progress monitoring goals from one progress monitoring assessment to the next, 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.

**Measurable Outcome:** Through student data notebooks and setting monthly learning goals we will see an increase across all cells of 5% from the 2018-2019 school year scores to the 2020-2021 FSA 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:** Rebecca Wiggins (rebecca.wiggins@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 Steps to Implement**

Students will track their progress on math and reading assessments and assignments.

**Person Responsible** Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Students will analyze their errors for patterns, and describe what they see in the data about their current level of performance.

**Person Responsible** Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Teachers will assist students in setting individual goals each month based on the new data coming in each month.

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

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)

Leader in Me training and professional development will continue throughout the school year to ensure we are implementing and moving forward with the "Leader in Me" with fidelity. Chosen staff will attend the

Leader in Me conference to gather data and information on the best approaches to student leadership and student ownership of learning and behavior. Substitutes will be needed for Professional Development.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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. Through walk-throughs we will ensure the rigor of the science standards are being taught.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. We communicate and build a positive culture through our Facebook page, web-page and Remind App. We also have a SAC committee that meets four times a year. Our SAC committee represents all stakeholder groups making up our school demographics. We maintain a positive culture through the 7-habits of the "Leader in Me" program as we are a "Leader in Me" school. We have a volunteer coordinator that communicates with our parent and community volunteers. Our volunteer coordinator organizes the volunteers to assist with school activities, events and classroom needs.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$144,243.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	369-Technology-Related Rentals	0061 - Carlton Palmore Elem. School	Title, I Part A		\$200.00
			<i>Notes: Reading A-Z online subscription for small reading groups.</i>			
	5000	590-Other Materials and Supplies	0061 - Carlton Palmore Elem. School	Title, I Part A		\$3,400.00
			<i>Notes: Printing readers for kindergarten from Reading A-Z - Text in hand and other classroom supplies for small group reading.</i>			
	5000	590-Other Materials and Supplies	0061 - Carlton Palmore Elem. School	Title, I Part A		\$500.00
			<i>Notes: Composition notebooks for small and whole group writing across curriculum.</i>			
	1150	644-Computer Hardware Non-Capitalized	0061 - Carlton Palmore Elem. School	Title, I Part A		\$9,942.00
			<i>Notes: iPads for small group reading and math instruction, including chargeable cart and cases</i>			
	2110	130-Other Certified Instructional Personnel	0061 - Carlton Palmore Elem. School	Title, I Part A		\$130,201.00
			<i>Notes: Hiring of two coaches for training, monitoring and planning of small group and whole group instruction.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Leadership Development</b>				<b>\$33,266.51</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	369-Technology-Related Rentals	0061 - Carlton Palmore Elem. School	Title, I Part A		\$7,500.00
			<i>Notes: Leader in Me Basic System (Portion of Grant)</i>			
	5000	500-Materials and Supplies	0061 - Carlton Palmore Elem. School	Title, I Part A		\$3,000.00
			<i>Notes: Leader in Me Basic System student workbooks</i>			
	5000	500-Materials and Supplies	0061 - Carlton Palmore Elem. School	Title, I Part A		\$900.00
			<i>Notes: Student Binders and Tabs for Leadership Notebooks.</i>			
	6150	510-Supplies	0061 - Carlton Palmore Elem. School	Title, I Part A		\$5,902.51
			<i>Notes: Family Engagement through Leader in Me, agendas, newsletters, supplies for meetings and Title 1 copier maintenance for parent communication.</i>			
	6300	140-Substitute Teachers	0061 - Carlton Palmore Elem. School	Title, I Part A		\$7,964.00
			<i>Notes: Substitutes for Professional Development (Leader in Me)</i>			

	6300	330-Travel	0061 - Carlton Palmore Elem. School	Title, I Part A		\$8,000.00
			<i>Notes: Travel and mileage for Leader in Me conference/Professional Development</i>			
<b>Total:</b>						<b>\$177,509.51</b>