Polk County Public Schools

Walter Caldwell Elementary School

2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 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.

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

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	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

School Board Approval

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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.

At Caldwell Elementary, we grow leaders and learners every day through highly effective instruction coupled with social and emotional learning that enable students to excel academically.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hill, Cheryl	Principal	Provide strategic direction in the school system, develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities, etc
Ashmore, Kathryn	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following student achievement, curriculum, staff evaluations, student discipline, scheduling, professional development, etc.
Irwin, Tamesia	Instructional Media	Oversee the functions of the media center. Ensure that students have access to books that are on level and provide diverse text. Monitor and maintain the AR Reading program. Analyze and monitor student attendance and work with special are teachers to ensure that Tier 2 and Tier 3 attendance needs are being addressed.
Higgins, Megan	Teacher, ESE	LEA/ESE Facilitator - Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations.
Taylor, Nicole	Instructional Technology	Oversee all of the technological needs of the school. Provide STEAM Instruction for students in grades 4-5. Maintain and oversee STEAM Lab and materials. Collaboratively plan with core science teachers. Assist teachers analyzing science data and providing interventions.
Chisholm, Renne	School Counselor	By providing education, prevention, early identification and intervention services, school counselors remove barriers to learning and help elementary school students reach their full academic potential, setting the tone for later school years. ESE Transportation, ESOL testing, serves as a resource for parents, provides social-emotional support for students.

Name	Title	Job Duties and Responsibilities
Ostberg, John	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement.
Hyman, Kimberly	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement.
Malone, Elizabeth	Other	Math Interventionist will provide small group instruction to students - focusing on remediation and intervention. Provide teachers with support in classroom with Tier 2 and Tier 3 Interventions.

Demographic Information

Principal start date

Monday 8/21/2017, Kathryn Ashmore

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.*

0

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.*

2

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners* Black/African American Students*

(subgroups below the federal threshold are identified with an asterisk)	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%)
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.	

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	119	116	128	122	110	105	0	0	0	0	0	0	0	700
Attendance below 90 percent	26	14	17	20	28	19	0	0	0	0	0	0	0	124
One or more suspensions	6	1	7	6	11	5	0	0	0	0	0	0	0	36
Course failure in ELA	6	1	7	6	11	5	0	0	0	0	0	0	0	36
Course failure in Math	9	0	7	0	3	0	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	10	6	36	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	9	12	31	0	0	0	0	0	0	0	52
STAR Reading Level 1 - December	0	0	0	22	14	25	0	0	0	0	0	0	0	61
STAR Math Level 1 - December	0	0	0	16	15	29	0	0	0	0	0	0	0	60

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	7	3	13	21	22	37	0	0	0	0	0	0	0	103

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	6	4	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	6	6	0	0	0	0	0	0	0	13

Date this data was collected or last updated

Monday 6/1/2020

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	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

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	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

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**	
	(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	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%	2
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%	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	44
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	44
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	44
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	41
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.

Math proficiency for 5th grade (24%) showed the lowest performance. Students with disabilities scored significantly low as well (11%) proficient. High teacher turnover for this cohort of students in 4th and 5th grade serve as contributing factors. Student learning gains in math for the bottom quartile (30%) were a low data component as well. For the past few 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.

Students making learning gains in the bottom 25th in both ELA and Math showed zero growth from the previous year. The ESE and ELL students showed the least amount of growth in ELA. The only two subgroups that did show growth in learning gains for Math were Hispanic and ELL. Factors that contributed to the lack of growth include high teacher turnover for the cohort of students. As well as lack of effective intervention strategies and programs for ELA and Math.

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.

Math proficiency for 5th grade (24%) when compared to the state average (60%) shows a -36% difference. High teacher turnover is a contributing factor. Additionally, science achievement (28%) when compared to the state, shows a -25% difference. For the past three years, both student proficiency in 5th-grade math, learning gains for the bottom quartile, and science achievement levels have been significantly low when compared to state averages.

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

ELA proficiency for 3rd-grade students showed the most improved: 2019 - 52%; 2018 - 41% which indicates an 11% increase. Cohort comparison for 5th grade ELA proficiency(2019 - 38%;2018-36%) showed a 2% increase. December STAR reading - State Performance data projected 48% among 5th-grade students which indicate a 14% increase when compared to the 2019 ELA FSA proficiency

score that cohort (34%). Differentiating instruction, specialized re analyzing student work, progress monitoring, coaching students to proficiency, collaborative planning, professional development, and implementing Marzano/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?

Two potential areas of concern are attendance and student with more than two indicators. The two or more indicators are an area of concern due to the fact that the number of students significantly increases from 2nd to 5th grade. Students with multiple indicators are struggling academically, behaviorally or they are not attending school. If strategic interventions are not put into place for these students, they will continue to fall further behind.

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

1. Effective math instruction - school wide
2. Effective science instruction - school wide
3. Strong implementation of the inclusion model for ESE students
4. Implementation of ESOL strategies and interventions
5. Decrease the number of students absent 10% or more

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	All SWD and ELL students will receive differentiated instruction based on their instructional level and academic needs. SWD and ELL students' received on level instruction with limited individualization. As a result, students could not master the standard or show growth. In addition, whole-group and small-group instruction lacked strategic strategies that meet SWD and ELL student's diverse needs. In 2018-19 the SWD and ELL subgroups showed the least amount of proficiency. 28% of ELL students were proficient in ELA, 36% were proficient in Math and 9% were proficient in Science. SWD was 14% proficient in ELA, 11% proficient in Math and 17% scored Level 3 or higher in Science.
Measurable Outcome:	As a result of effective standards-based instruction and effective use of small group instruction, the SWD and ELL subgroups will perform at a minimum of 41% proficiency overall. ELL and SWD students will be monitored through grade-level formative assessments and district progress monitoring tools.
Person responsible for monitoring outcome:	Cheryl Hill (cheryl.hill@polk-fl.net)
Evidence-based Strategy:	We will improve proficiency and learning gains for the ELL and SWD subgroups by providing rigorous standards-based instruction, utilizing district curriculum maps, learning targets, and success criteria. Small group instruction, targeted interventions, and/or extended learning opportunities will be implemented.
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.

Action Steps to Implement

The Reading Coach will provide professional development on effective whole group and small group reading instruction - phonological awareness, phonics, fluency, vocabulary, comprehension and writing.

Person Responsible	Kimberly Hyman (kimberly.hyman@polk-fl.net)

K-5 teachers will utilize curriculum and/or collaborative planning days to plan specific interventions for SWD and ELL students. Substitutes will be provided for coverage.

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

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. Additional LLI kits will be purchased to meet student learning needs.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

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

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

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

| **Person Responsible** | Kathryn Ashmore (kathryn.ashmore@polk-fl.net) |

Classroom libraries will be purchased to provide non-fiction texts, science based-leveled readers, Sunshine State Readers and culturally diverse texts. Media Center books will be purchased that reflect cultural diversity and students with disabilities. Licences will also be obtained for students to access EPIC Books.

| **Person Responsible** | Tamesia Irwin (tamesia.irwin@polk-fl.net) |

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.

| **Person Responsible** | Nicole Taylor (nicole.taylor@polk-fl.net) |

Support staff including Title 1 funded paraprofessional wil provide tutoring, remediation, and/or extension to students in small groups during math, reading and/or science instruction.

| **Person Responsible** | Kathryn Ashmore (kathryn.ashmore@polk-fl.net) |

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

| **Person Responsible** | Kathryn Ashmore (kathryn.ashmore@polk-fl.net) |

Chipper Chats will be used during small group instruction to increase phonological awareness in grades K and 1.

| **Person Responsible** | Kimberly Hyman (kimberly.hyman@polk-fl.net) |

Students will monitor their academic progress and attendance by using student agendas to track progress.

| **Person Responsible** | Tamesia Irwin (tamesia.irwin@polk-fl.net) |

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 and professional development as needed.

| **Person Responsible** | Kimberly Hyman (kimberly.hyman@polk-fl.net) |

Purchase the book, "Engaging Students with Poverty in Mind" by Eric Jensen for school wide book study.

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

Provide new teacher support including professional development on effective ELA, Math and Science instruction, classroom management and provide opportunities for professional development.

| **Person Responsible** | Kimberly Hyman (kimberly.hyman@polk-fl.net) |

Teachers will utilize STEM Scope curriculum within Power Hour Instruction.

| **Person Responsible** | Kathryn Ashmore (kathryn.ashmore@polk-fl.net) |

Extended learning opportunities, including transportation, will be provided for ELL and SWD students.

Person Responsible	Megan Higgins (megan.higgins@polk-fl.net)

The math interventionist will provide small group instruction focusing on re-teaching and enrichment.

Person Responsible	Elizabeth Malone (elizabeth.malone@polk-fl.net)

Provide effective vocabulary instruction in all of the content areas. Print content specific vocabulary cards from print shop. The cards will be used in whole group and small group instruction.

Person Responsible	Nicole Taylor (nicole.taylor@polk-fl.net)

Partner with FLDRS to provide professional development to ESE Staff and classroom teachers on the inclusion model. Focus on how the classroom and the inclusion teacher can co-teach together to maximize the needs of all learners.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Strategically schedule students based on ESE minutes and instructional needs to maximize the inclusion teachers schedule so minutes can be met sufficiently.

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

Establish and conduct Inclusion Check-Ins. Administration and LEA will meet with inclusion teachers and classroom teachers to discuss how "co-teaching" is progressing as well as student growth. Conduct non-evaluative walk-throughs to provide feedback to team.

Person Responsible	Megan Higgins (megan.higgins@polk-fl.net)

The ESE inclusion teachers, LEA, instructional coaches and interventionist will partner with classroom teachers to assist in the development, implementation and motoring of tiered interventions.

Person Responsible	Megan Higgins (megan.higgins@polk-fl.net)

Provide planning time for inclusion teachers to collaborate with classroom teachers. Also provide time for the team to evaluate student progress and needs.

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

SIPPS intervention kits will be purchased and utilized by each first grade teacher to strengthen foundational reading skills and fill in learning gaps for Kindergarten and First Grade. Professional development will be provided to the teachers prior to utilizing the program.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Purchase and utilize Fountas & Pinnell Leveled Literacy Intervention (LLI) to provide effective small-group instruction for targeted students with reading and writing difficulties.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	All students will receive grade-level standards-based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade-level standard, which will build on their current level of learning closing the gap in proficiency. Previously, students received instruction that was misaligned to the intent or rigor of the grade-level standards. In addition, learning targets and tasks did not align. Tasks were below the grade level expectation and small group instruction did not provide the immediate feedback, re-teaching, and interventions necessary. In 2018-19, 63% of the students in grades 3-5 earned a Level 1 or 2 on the state reading assessment. 55% of students scored Level 1 or 2 on Math. 71% of 5th graders scored Level 1 or 2 on Science.
Measurable Outcome:	As a result of standards-based instruction taught in core content areas, 50% of students will earn a Level 3 or higher on the state reading assessment; 53% of the students will be proficient on the math assessment and 35% of the students will score Level 3 or higher on the state science assessment.
Person responsible for monitoring outcome:	Kathryn Ashmore (kathryn.ashmore@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. In addition, (Tier 2 academic interventions) small group instruction with targeted interventions in core content areas will be provided as needed.
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. Learning targets and instructional tasks for students must be aligned. Teachers must understand the level of thinking and evidence required by the standards, then create tasks aligned to cognitive complexity, and ensure students' evidence of thinking is reaching the standard.
	Research indicated that to attain the goal of having the majority of students in a school read on grade level, students who perform at low levels must make accelerated progress, and these students benefit from interventions providing more effective instruction and extended opportunities for practice.

Action Steps to Implement

Utilize curriculum planning days for science instruction. During the planning sessions, teachers will focus on standards that are evaluated on the state assessment but are not taught in 5th grade.

Person Responsible	Nicole Taylor (nicole.taylor@polk-fl.net)

Create a garden on campus to promote hands-on learning and interdisciplinary studies.

Person Responsible	John Ostberg (john.ostberg@polk-fl.net)

Utilize Math Racks - Building Math Minds (Christina Tondevold) to improve number sense development in grades K and 1.

Person Responsible	Kimberly Hyman (kimberly.hyman@polk-fl.net)

Purchase a subscription and Integrate the use of Scholastic News, Social Studies weekly, and/or Super Science to increase reading in the content areas.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Join the FCTM (Florida Council of Teachers of Mathematics) and send core math teachers to conference in 2021.

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

Provide teachers with additional time for collaborative planning and data analysis prior to the school year beginning and after each progress monitoring assessment (District Science Quarterly Assessment and STAR Reading and Math) Utilize reflective questioning models with teachers (Appreciative Questioning and ORID) when analyzing data.

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

Provide professional development on the Gradual Release Model for ELA instruction and the 5E Model for Math and Science Instruction. Implement the use of the CRA Model for Math (Concrete, Representational, and Abstract) during PLCs. Continue to provide training and/PD regarding Target-Task Alignment. Use substitutes to provide coverage when needed. Use substitutes for classroom coverage when needed.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

All grade-levels will utilize BBY - What's My Place? What's My Value? (WMP? WMV?). Materials will be purchased for new teachers.

Person Responsible	John Ostberg (john.ostberg@polk-fl.net)

Use formative assessments to differentiate instruction for extension and remediation. After each module/unit assessment, provide reaching and re-evaluate utilizing a formative assessment.

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Implement daily math fluency practice

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

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

Person Responsible	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Teachers needing specific support in content area/core instruction will be identified through walk-throughs and observations. The instructional coaches will provide support and utilize the Coaching Cycle.

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

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

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

STEAM/STEM materials will be purchased for use as additional instructional tools/resources.

Person Responsible	Nicole Taylor (nicole.taylor@polk-fl.net)

Additional technology, such as Ipads, Ipad carts, Ipad cases, Ipad Pro, Apple TV, and headphones will be purchased for model classroom, hybrid instruction, and/or used in the STEAM/STEM lab to increase engagement and provide scientific simulations for students to experience science concepts.

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

Weekly, Bi-Monthly and/or Quarterly science assessments will be used to progress monitor and remediate students using the computer lab para for small group instruction/interventions.

Person Responsible Nicole Taylor (nicole.taylor@polk-fl.net)

STEAM Camp (Science Club) will be utilized with students in grades 4-5. The camp will provide experiential learning opportunities and guest speakers.

Person Responsible Nicole Taylor (nicole.taylor@polk-fl.net)

Peer observations will be utilized in core content areas to increase job-embedded professional development.

Person Responsible Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

Incorporate writing to explain/justify thinking in ELA, math, and science instruction.

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

Host Cubby Academic Olympics - Fall, Winter, and Spring - Students will compete against peers utilizing Aracdemic skill builder games in the area of language arts and math. Rewards will be given to top winners.

Person Responsible [no one identified]

Provide professional development on Target-Task Alignment. Work with teachers during PLCs to ensure that the tasks students are completing reflects the intent and the complexity of the standard. Substitutes will be used to cover classrooms.

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

Additional Schoolwide Improvement Priorities

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

In order to strengthen the ESE program and instruction/services received by SWD, we will do the following:
1. Professional development will be provided to all ESE teachers and support staff regarding various ESE models - inclusion, resource, self-contained; instructional resources, and materials.
2. SWD will be strategically scheduled to maximize ESE services and supports during instructional blocks.
3. ESE teachers will be provided with time to plan instruction and collaborate with the classroom teachers.
4.ESE dIstrict support staff will be utilized for training.
5. ESE teachers will be meet bi-weekly to collaborate and review progress monitoring and student achievement data.

In order to ensure the necessary implementation of ESOL strategies and interventions,
1. Classroom teachers will receive training/professional development to review ESOL strategies and interventions.
2. ESOL support staff (paraprofessionals) will work closely with the reading interventionist and reading coach to provide supports within the classroom.
3. ELL students will be strategically scheduled to maximize student support during instructional blocks.

In order to decrease the number of students absent by 10% or more we are going to do the following:
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 and monthly "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 students 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

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.

Caldwell has established a house system that cultivates a sense of belonging. The house system promotes school spirit and teamwork. It is our desire to nourish and sustain a school culture that extends through our students and staff to our families and the community we serve to develop within our school a sense of belonging, responsibility, respect, and pride. Our houses create for students' opportunities for leadership, mentoring, service projects, and competition through academics and activities. The Ladies of Caldwell is a leadership club for girls that Embodies integrity, service, kindness, and respect. We empower the young ladies at Caldwell to be strong, emotionally resilient, articulate, and kind leaders by providing service-oriented leadership opportunities. This opportunity cultivates a sense of ownership, responsibility, and identity at Caldwell that develops an informal network of stakeholders.

It is important that all feel heard and valued as part of a community. Caldwell has a practice of using surveys to get input from our students about student-related issues and incentives; input from staff concerning professional development, opportunities, and more. We also use surveys to get input from our families and community.

Caldwell is very active within our community through our Facebook page to not only deliver important news and school information but also highlighting the positive stories of success, the innovative teaching and learning happening across campus. We want to tell stories of accomplishment and collaboration whenever there's an opportunity. This public relations platform allows us to interact with our families and community through posts, comments, and direct messages to ensure all stakeholders have an active voice and we communicate our vision that we grow leaders and learners every day.

Every year, Caldwell participates in the Back to School Bash community project sponsored by the City of Auburndale. Our school also creates service projects to give back to the Auburndale community including, donating money to the Auburndale Police K-9 Unit, a canned food drive to donate to the local food pantry, writing letters to veterans to show gratitude for their service is just a few examples. The principal is also an active member of the Auburndale Rotary Club. Select community members, parents, and teachers all serve as members of our School Advisory Council (SAC Committee).

Cubby's closet was developed to help our students and families in need. It is a small room on campus where we keep clothes, jackets, hygiene items, shoes, backpacks with school supplies, and other student needed items. This allows us to meet the needs of families and students that come to us for aid.

We have an active PTA and volunteers at our school that is welcome and encouraged to serve our students in areas of need. Our volunteers help with many events, tutoring/mentoring needs, service projects, and help to create a positive impact on student learning.

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.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00