

Polk County Public Schools

Medulla Elementary School



2020-21 Schoolwide Improvement Plan

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Medulla Elementary School

850 SCHOOLHOUSE RD, Lakeland, FL 33813

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

Demographics

Principal: Gale Macleod

Start Date for this Principal: 7/1/2020

| | |
|--|--|
| 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: B (60%) 2017-18: C (47%) 2016-17: C (52%) 2015-16: C (47%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* 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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Medulla Elementary School

850 SCHOOLHOUSE RD, Lakeland, FL 33813

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2019-20 Title I School</p> <p>Yes</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>92%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>69%</p> |

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Medulla Elementary provides a safe, rigorous, academic environment. Each child will reach his/her fullest potential and become a respectful and productive citizen.

Provide the school's vision statement.

As a part of the Medulla community, Medulla Elementary provides a safe, supportive environment that fosters curiosity, inquiry, and a life-long pursuit of knowledge.

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 |
|------------------|---------------------|---|
| MacLeod, Gale | Principal | The principal is an instructional leader and continuous learner who works collaboratively with others engaging in data driven dialogue to problem solve, make decisions, improve instructional practices and organizational structures to achieve shared goals and improve student learning. |
| Aranda, Ginnie | School Counselor | The School Counselor collaborates with colleagues in using research in order to select appropriate strategies to solve identified problems, make decisions, manage conflict, and promote meaningful change. |
| Hill, Cathy | Teacher, ESE | The Local Education Agency (LEA) Facilitator works effectively within systems, understands decision-making processes, and supports district and school priorities. The LEA also inspires and mobilizes colleagues to achieve goals and implementation plans. |
| Martin, Victoria | Instructional Coach | This Instructional Coach develops knowledge and understanding of how to identify and use multiple assessment tools aligned to standards. In addition, develops a climate of trust and reflection to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices. |
| Spear, Tracey | Instructional Coach | This Instructional Coach builds trusting relationships by listening intentionally, taking an ethical and caring stance and developing cultural competency. The Coach also facilitates professional learning for teachers by using data and encouraging collegial inquiry. |
| Ricco, Tiffany | Instructional Coach | The Instructional Coach continues to increase her knowledge of content and pedagogy by being a reflective learner. The coach collaborates with colleagues in using research in order to select appropriate strategies to solve identified problems of practice in teaching and learning. |

Demographic Information

Principal start date

Wednesday 7/1/2020, Gale Macleod

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.*

1

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.*

9

Total number of teacher positions allocated to the school

45

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) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: B (60%) 2017-18: C (47%) 2016-17: C (52%) 2015-16: C (47%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * 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 | 87 | 72 | 90 | 90 | 112 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 557 |
| Attendance below 90 percent | 11 | 9 | 5 | 10 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 4 | 0 | 2 | 3 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in ELA | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 13 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 16 | 19 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 Dec. STAR Reading | 0 | 0 | 3 | 17 | 34 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| Level 1 on 2019 Dec. STAR Math | 0 | 23 | 30 | 28 | 41 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 151 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 4 | 14 | 28 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |

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 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Date this data was collected or last updated

Wednesday 6/17/2020

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 | 87 | 80 | 97 | 98 | 119 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 587 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 16 | 22 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

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

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

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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 | 87 | 80 | 97 | 98 | 119 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 587 |
| Attendance below 90 percent | 18 | 21 | 17 | 21 | 18 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| One or more suspensions | 3 | 5 | 5 | 5 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 16 | 22 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

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 | 24 | 13 | 20 | 30 | 41 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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 | 53% | 51% | 57% | 53% | 51% | 55% |
| ELA Learning Gains | 57% | 51% | 58% | 47% | 53% | 57% |
| ELA Lowest 25th Percentile | 67% | 49% | 53% | 31% | 50% | 52% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Math Achievement | 61% | 57% | 63% | 63% | 58% | 61% |
| Math Learning Gains | 68% | 56% | 62% | 68% | 57% | 61% |
| Math Lowest 25th Percentile | 58% | 47% | 51% | 57% | 49% | 51% |
| Science Achievement | 54% | 47% | 53% | 42% | 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 | 51% | 52% | -1% | 58% | -7% |
| | 2018 | 47% | 51% | -4% | 57% | -10% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 60% | 48% | 12% | 58% | 2% |
| | 2018 | 54% | 48% | 6% | 56% | -2% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 13% | | | | |
| 05 | 2019 | 47% | 47% | 0% | 56% | -9% |
| | 2018 | 39% | 50% | -11% | 55% | -16% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -7% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 55% | 56% | -1% | 62% | -7% |
| | 2018 | 54% | 56% | -2% | 62% | -8% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 71% | 56% | 15% | 64% | 7% |
| | 2018 | 59% | 57% | 2% | 62% | -3% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 17% | | | | |
| 05 | 2019 | 56% | 51% | 5% | 60% | -4% |
| | 2018 | 48% | 56% | -8% | 61% | -13% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -3% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 50% | 45% | 5% | 53% | -3% |
| | 2018 | 52% | 51% | 1% | 55% | -3% |
| Same Grade Comparison | | -2% | | | | |
| 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 | 30 | 44 | 53 | 40 | 52 | 56 | 41 | | | | |
| ELL | 41 | 52 | | 61 | 69 | 50 | 40 | | | | |
| BLK | 37 | 49 | 80 | 42 | 56 | 62 | 35 | | | | |
| HSP | 53 | 57 | 68 | 63 | 66 | 45 | 55 | | | | |
| MUL | 54 | 64 | | 67 | 71 | | | | | | |
| WHT | 62 | 59 | 50 | 67 | 77 | 83 | 62 | | | | |
| FRL | 47 | 56 | 69 | 52 | 66 | 50 | 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 | 21 | 37 | 35 | 28 | 42 | 45 | 34 | | | | |
| ELL | 43 | 59 | 69 | 55 | 45 | | 25 | | | | |
| BLK | 33 | 38 | 33 | 41 | 49 | 38 | 35 | | | | |
| HSP | 49 | 53 | 70 | 58 | 54 | 29 | 48 | | | | |
| MUL | 61 | 44 | | 57 | 44 | | 60 | | | | |
| WHT | 52 | 38 | 20 | 56 | 48 | 50 | 65 | | | | |
| FRL | 44 | 42 | 40 | 52 | 47 | 37 | 49 | | | | |
| 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 | 17 | 25 | 33 | 28 | 50 | 62 | 17 | | | | |
| ELL | 30 | 41 | 35 | 48 | 59 | 56 | 10 | | | | |
| BLK | 34 | 38 | 25 | 56 | 66 | | 38 | | | | |
| HSP | 50 | 45 | 36 | 61 | 66 | 57 | 33 | | | | |
| MUL | 60 | 55 | | 77 | | | | | | | |
| WHT | 67 | 53 | 30 | 67 | 68 | 50 | 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 |
| FRL | 45 | 44 | 30 | 58 | 70 | 63 | 36 | | | | |

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) | N/A |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 478 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---|----|
| Federal Index - Students With Disabilities | 45 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

English Language Learners

| | |
|--|----|
| Federal Index - English Language Learners | 53 |
| 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 | 52 |
| 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 | 59 |
| 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 | 64 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 66 |
| 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 | 56 |
| 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.

SWD - student behavior can compound the student challenges when students are attempting to grasp concepts.

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

ELL -lack language acquisition

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.

ELA indicated the greatest gap compared to the state average due to a lack of foundational skills in reading.

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

African American - ELA Lowest Quartile

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

ELL, Students w/Disabilities, and number of students with below 90% attendance

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

1. Close the gap of the lowest quartile in ELA and Math
2. Close the gap with students with disabilities in ELA and Math
3. Increase ELA proficiency and gains
4. Increase attendance
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Small group instruction is designed to group four to six students who share similar struggles with a standard/objective and provide them with intensive remediation/instruction. This will allow teachers to differentiate according to the needs of the students within the class. The subgroups that were identified through the data will allow us to differentiate the instruction to close academic gaps within the classroom.

Measurable Outcome: We will systemically implement small group instruction campus-wide. 85% of our classrooms will implement small group instruction to differentiate instruction to meet the needs of our subgroups and 56% of students will demonstrate proficiency levels in ELA state testing.

Person responsible for monitoring outcome: Gale MacLeod (gale.macleod@polk-fl.net)

Evidence-based Strategy: We will implement best practices as framed by Marzano and packaged by Learning Science Institute. We have experienced incremental improvement and success employing these strategies. This will allow us to employ these strategies with our small group instruction to improve instruction and student performance.

Rationale for Evidence-based Strategy: Small group instruction will allow the teacher to closely monitor student learning through formative assessments and provide opportunities for reteaching, interventions, and/or enrichment. Administration will conduct walkthroughs to monitor the fidelity of instruction and documentation of interventions provided.

Action Steps to Implement

Provide staff PD in regards to small group instruction and analyze data with teachers.

Person Responsible Tracey Spear (tracey.spear@polk-fl.net)

Assist teachers in decision making and gathering materials needed.

Person Responsible Tracey Spear (tracey.spear@polk-fl.net)

Provide instructional coaching support and feedback.

Person Responsible Tracey Spear (tracey.spear@polk-fl.net)

Monitor the implementation of small groups and provide feedback.

Person Responsible Gale MacLeod (gale.macleod@polk-fl.net)

Additional Schoolwide Improvement Priorities

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

Continuous progress monitoring and adjusting instruction in small groups will also address our concerns with ELL and students with disabilities. Coaches and administration will walk classrooms daily with a targeted focus to monitor implementation and student growth. Attendance will be monitored biweekly during leadership meetings to identify students with high absences, trends, and problem solve.

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.

Medulla builds a positive school culture by collaborating with stakeholders through the School Advisory Committee as well as School Leadership Team Meetings throughout the year. Engagement and collaboration also takes place with Community partnerships.

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.

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|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | \$0.00 |
| Total: | | | \$0.00 |