

Polk County Public Schools

# Purcell Elementary School



2020-21 Schoolwide Improvement Plan

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# Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

## Demographics

**Principal: Myra Richardson**

Start Date for this Principal: 7/26/2010

<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: D (34%) 2017-18: C (48%) 2016-17: C (46%) 2015-16: C (42%)
<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>	CS&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](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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# Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>60%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	D	D	C	C

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## SIP Authority

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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.**

The mission of Purcell Elementary School is to provide engaging, rigorous, curriculum using consistent school-wide strategies for all students. We have high expectations for academic and social achievement in order for students to become life-long learners and world scholars.

#### **Provide the school's vision statement.**

Purcell Elementary School is committed to educating world scholars through standards-driven instruction and high-yield strategies that will help them be successful in a globally diverse and expanding world.

### 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
NAVE, BETH	Principal	<p>Primary Focus for Leadership Team: 1. Planning 2. Monitoring and 3. Coaching teachers and students in order to increase student achievement. Everything the SBLT will focus on will impact one of the three areas listed in order to connect directly to the School Improvement Plan and process. Additionally, the role of the SBLT is to review all school data such as STAR, iStation, Freckle, Accelerated Reader, Smarty Ants, FSA, Formative Assessments and MTSS data. As principal, the role of monitoring and leading the Leadership Team is priority in raising student achievement. Creating LT agendas, gaining feedback from LT, as well as, assigning roles and tasks to members are crucial in order to create an efficient and effective school climate along with a plan of action. Additionally, the principal will monitor student and staff data to help make decisions based on needs in the area of academics, classroom delivery of instruction, instructional strategies, student engagement, behavior, and social emotional health. Principal will continue to be the instructional leaders and work with teachers during PLC groups, professional development, and collaborative planning. Including stakeholders within the school, with parents and the community will also be a priority in making sure that the intent of the SIP is communicated and that relationships are established with all stakeholders to increase student achievement and a positive school culture. The principal will also work with the regional superintendent and district personnel to maximize the use of Title One and UniSig funding.</p>
Ferguson, Elizabeth	Instructional Coach	<p>Primary Focus for Leadership Team: 1. Planning 2. Monitoring and 3. Coaching teachers and students in order to increase student achievement. Everything the SBLT will focus on will impact one of the three areas listed in order to connect directly to the School Improvement Plan and process. Additionally, the role of the SBLT is to review all school data such as STAR, iStation, Freckle, Accelerated Reader, Smarty Ants, FSA, Formative Assessments and MTSS data. The main role of the math coach will be to work with teachers in providing resources, providing input during collaborative planning, conducting math PLC's, reviewing data with teachers and helping to provide insight on how to differentiate instruction for all students in math. The coach will also work with identified teachers through the coaching cycle with reflective feedback tools and provide model teaching as needed. The coach will also work with students in grades 3-5 for small group instruction in math skills. Additionally, the coach will provide data to the LT each week during team meetings to help guide the process of focusing on real time needs in the classroom. Tools such as the ASL, formative and summative data, along with bby math strategies will all be tools aligned with our LSI planning model to help direct differentiation and student engagement in the classroom.</p>
McLachlan, Denise	Instructional Coach	<p>Primary Focus for Leadership Team: 1. Planning 2. Monitoring and 3. Coaching teachers and students in order to increase student achievement. Everything the SBLT will focus on will impact one of the three areas listed in order to connect directly to the School Improvement Plan and process. Additionally, the role of the SBLT is to review all school data such as STAR, iStation, Freckle, Accelerated Reader, Smarty Ants, FSA, Formative</p>



Name	Title	Job Duties and Responsibilities
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Assessments and MTSS data. The main role of the reading coach will be to work with teachers in providing resources, providing input during collaborative planning, conducting math PLC's, reviewing data with teachers and helping to provide insight on how to differentiate instruction for all students in ELA. The coach will also work with identified teachers through the coaching cycle with reflective feedback tools and provide model teaching as needed. The coach will also work with students in grades 3-5 for small group instruction in reading skills. Additionally, the coach will provide data to the LT each week during team meetings to help guide the process of focusing on real time needs in the classroom. Tools such as the ASL, formative and summative data, along with reading strategies will all be tools aligned with our LSI planning model to help direct differentiation and student engagement in the classroom.

Othoson, Erik	Assistant Principal	<p>Primary Focus for Leadership Team: 1. Planning 2. Monitoring and 3. Coaching teachers and students in order to increase student achievement. Everything the SBLT will focus on will impact one of the three areas listed in order to connect directly to the School Improvement Plan and process. Additionally, the role of the SBLT is to review all school data such as STAR, iStation, Freckle, Accelerated Reader, Smarty Ants, FSA, Formative Assessments and MTSS data. The assistant principal will be focused on providing data regarding the Early Warning Signs information on areas such as: failing grades, discipline, attendance, T3, ESL and ESE. The AP will also work on providing and monitoring data for the 6 ESSA groups as well. The AP will take on the role of the school science coach and be in charge of science collaboration with fourth and fifth grade teachers.</p>
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### Demographic Information

**Principal start date**

Monday 7/26/2010, Myra Richardson

**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.*

3

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

25

**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: D (34%) 2017-18: C (48%) 2016-17: C (46%) 2015-16: C (42%)
<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>	CS&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	78	80	87	98	77	77	0	0	0	0	0	0	0	497
Attendance below 90 percent	15	0	0	0	0	5	0	0	0	0	0	0	0	20
One or more suspensions	1	5	4	2	5	0	0	0	0	0	0	0	0	17
Course failure in ELA	0	7	0	18	0	1	0	0	0	0	0	0	0	26
Course failure in Math	1	2	0	6	1	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	17	10	23	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	10	14	23	0	0	0	0	0	0	0	47
STAR Winter 2019 ELA	0	2	5	33	14	23	0	0	0	0	0	0	0	77
STAR Winter 2019 Math	0	17	9	25	18	16	0	0	0	0	0	0	0	85

**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	8	2	17	14	19	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	0	6	0	9	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Tuesday 5/26/2020

**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	71	76	73	97	74	75	0	0	0	0	0	0	0	466
Attendance below 90 percent	9	9	11	9	4	6	0	0	0	0	0	0	0	48
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	18	27	0	0	0	0	0	0	0	61

**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	2	1	3	0	0	0	0	0	0	0	6

**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	8	2	22	14	15	0	0	0	0	0	0	0	61
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	71	76	73	97	74	75	0	0	0	0	0	0	0	466
Attendance below 90 percent	9	9	11	9	4	6	0	0	0	0	0	0	0	48
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	18	27	0	0	0	0	0	0	0	61

**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	2	1	3	0	0	0	0	0	0	0	6

**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	8	2	22	14	15	0	0	0	0	0	0	0	61
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	34%	51%	57%	43%	51%	55%
ELA Learning Gains	37%	51%	58%	49%	53%	57%
ELA Lowest 25th Percentile	36%	49%	53%	47%	50%	52%
Math Achievement	41%	57%	63%	57%	58%	61%
Math Learning Gains	30%	56%	62%	43%	57%	61%
Math Lowest 25th Percentile	24%	47%	51%	44%	49%	51%
Science Achievement	36%	47%	53%	36%	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	36%	52%	-16%	58%	-22%
	2018	46%	51%	-5%	57%	-11%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	30%	48%	-18%	58%	-28%
	2018	39%	48%	-9%	56%	-17%
Same Grade Comparison		-9%				
Cohort Comparison		-16%				
05	2019	29%	47%	-18%	56%	-27%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-17%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	56%	-14%	62%	-20%
	2018	48%	56%	-8%	62%	-14%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	54%	56%	-2%	64%	-10%
	2018	55%	57%	-2%	62%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		6%				
05	2019	23%	51%	-28%	60%	-37%
	2018	61%	56%	5%	61%	0%
Same Grade Comparison		-38%				
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	45%	-12%	53%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	32%	51%	-19%	55%	-23%
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	15	32	24	26	30	14	25				
ELL	8	17		39	26	27					
BLK	35	40		40	27						
HSP	25	38	64	42	32	21	28				
WHT	39	31	26	42	29	28	39				
FRL	29	39	37	37	31	30	30				
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	33	39	25	43	45	33	25				
ELL	22	26	40	37	33		8				
BLK	38	29		46	35						
HSP	45	48	40	56	55	69	24				
WHT	47	45	46	61	71	50	50				
FRL	44	43	42	52	54	50	31				
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	3	33	40	14	11	14					
ELL	12	38	58	43	38						
BLK	31	47		42	33						
HSP	30	43	64	53	46		11				
WHT	53	56	40	62	42	32	50				
FRL	38	43	45	53	40	37	27				

**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)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

<b>English Language Learners</b>	
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Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.**

Based on Winter 2019 STAR data, the component with the lowest performance is in ELA. Students struggle with proficiency and vocabulary skills.

Based on 18-19 FSA: Overall, ELA is the lowest performing area dropping from 46% to 34%. The learning gains also dropped from 45% to 37% overall and the bottom 25% went from 41% to 36%. Math is equally low dropping from 57% to 41%, Learning gains from 59% to 30%, and bottom 25% from 50% to 24%. Personnel and other variables school-wide impacted performance in both areas dramatically.

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

Based on Winter 2019 STAR data: ELA is still an issue with proficiency scores. We continue to work on core instructional strategies, PowerHour and small group instruction to increase proficiency.

Based on 18-19 FSA Data: Math dropped the most from the prior year. In 5th grade the overall drop was over 28% due to having a substitute all year as one major factor. This was the only math



instructor  
for the whole grade level.

**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.**

Based on FSA 18-19 data: Both Math and ELA had relatively the same overall gap from the state average. ELA the state average was 51% and Purcell was at 34% (17% difference), Math state average was at 57% and Purcell was at 41%, (16% difference).

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

Based on Winter 2019 STAR data: Math scores have dramatically increased in all grade levels. This jump is due to increased small group instruction, staff adjustments, and a higher level of content capacity with instructors.

Based on 18-19 FSA: Science went up 1% which showed the most improvement overall. However, fourth grade math showed the most overall increase.

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

Student absences and low performance with grades/STAR are the two areas of most concern. When reviewing the data the EWS indicates that students in grades 3-5 show about 4% to 5% of the population with two or more warning signs. We will continue to work on absenteeism and grades with those students.

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

1. Increase performance for ESSA subgroups Black, SWD and ELL primarily
2. Core Instruction- high yield strategies
3. Student Engagement strategies
4. Small Group Instruction
5. Push in support for small group tutoring

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**

Our first Area of Focus is how we plan to increase our instructional practice to specifically provide differentiation of instruction to all students based on their performance on STAR, formatives and the FSA for 20-21. Our current STAR data shows that our overall need for increasing reading proficiency must be done through pervasive skills based instruction during whole group and small group instruction with fidelity checks in fluency and comprehension weekly. Our overall proficiency levels demonstrate the need to get students reading on level and be able to analyze the content in order to increase student achievement levels in all grade levels.

**Measurable Outcome:**

We plan to increase our ELA achievement score from 34% to 45%, ELA Learning Gains from 37% to 48%, and our ELA Bottom 25% from 36% to 47%. Additionally, we plan to increase our Math Achievement score from 41% to 52%, Math Learning Gains from 30% to 41%, and our Math Bottom 25% from 24% to 35%. Overall Science Achievement goal is to move from 36% to 47%. This would increase our school grade to a C for the 20-21 school year.

**Person responsible for monitoring outcome:**

BETH NAVE (beth.nave@polk-fl.net)

**Evidence-based Strategy:**

The evidence-based strategy that we will continue to use will be the LSI planning model and the training received last year in the following areas: target-task alignment, success criteria, teacher /student verify teacher prep, and Teaming. Additionally, through bby Math strategies, Ready Florida and PowerHour, small group differentiated instruction will be designed to maximize instruction in reading, writing, and math skills based on individual student needs. Students who are struggling with proficiency will also have the opportunity to attend our extended learning tutoring after school.

**Rationale for Evidence-based Strategy:**

Our District wide Planning Model is LSI and was chosen in order to improve core and small group instruction. Through professional development with LSI consultants and the school based LSI team, teachers have been able to develop better planning for target-task alignment, success criteria, and analyzing a teams approach. Furthermore, they know how to verify student achievement that aligns with the targeted task and expectation of the task using the ASL tool with our coaches. Planning with this model will additionally provide laser focus planning on how to differentiate lessons in order to increase the performance of our ESSA groups. Teachers will keep records of the data, instructional review feedback, assessment monitoring and planning agendas in their accountability notebooks to support these strategies and effectiveness.

**Action Steps to Implement**

During PLC's and or collaborative planning, the Leadership Team will provide continued LSI language and action steps in order to plan for differentiation of tasks based on current data.

**Person Responsible**

BETH NAVE (beth.nave@polk-fl.net)

Focusing grade level teams on differentiated small group instructional practices that are aligned to providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension in order to increase proficiency in all subgroups.

**Person Responsible**

Denise McLachlan (denise.mclachlan@polk-fl.net)

Focusing grade level teams on differentiated small group instructional practices that are aligned to providing high yield math strategies to increase fact fluency, usage of a variety of math strategies for problem solving. During planning teachers will focus on bby math resources, visual tools, the 5E model, technology based programs and manipulatives to provide the differentiation that is needed.

**Person Responsible** Elizabeth Ferguson (elizabeth.ferguson@polk-fl.net)

As a part of increasing student ownership of learning, the Leadership Team will hold Data Chats with students, work with teachers on creating, maintaining, and analyzing the Data Wall. Additionally, the teacher will keep Data Notebooks in order to maintain current assessments and verification of learning for all students. This notebook will also serve as the MTSS notebook for students in need of T2/T3 services. Ink and supplies will be needed in order to produce reports for PLC's and data chats to share data with stakeholders.

**Person Responsible** Erik Othoson (erik.othoson@polk-fl.net)

In order to increase student achievement through small group instruction, we will hire additional para's to work with groups of students during Power Hour, Triple iii, and Core Instruction. TT1 para's will work with classroom teachers for push-in support as well as para's through UniSig.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

Core instruction will also be centered around providing rigorous task and higher order thinking skills and questions. Teachers will work with coaches to plan for LSI Teams and the arrangement of students based on levels of need and that overall lesson delivery will focus on student mastery of the targeted skill/concept.

**Person Responsible** Denise McLachlan (denise.mclachlan@polk-fl.net)

Core Instruction will also be centered around the 5E model, and bby visual Math strategies as provided through training with Libby Pollett, consultant for bby Math. We will provide coverage through the use of substitutes for bby training in house in order to increase strategies along with coaching and model teaching from the consultant.

**Person Responsible** Elizabeth Ferguson (elizabeth.ferguson@polk-fl.net)

iPads will be used to increase student performance using Freckle Math and iStation programs in the classroom.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

Ready Florida will be purchased and used for small group instruction through extended learning and a follow up during Power Hour. Transportation for extended learning as well as, special activity payroll will be provided for our extended learning teachers.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

Our writing program will be based on scripted or formulated strategies in order to provide quality instruction that is consistent school wide. This will increase immediate feedback to students and allow for differentiated practice based on student evidence. K-2 will use a more formulated approach and 3-5 will use Reword Answer Cite Explain and Summarize strategy.

**Person Responsible** Denise McLachlan (denise.mclachlan@polk-fl.net)

The Assessing Student Learning Tool (ASL) will be utilized with teachers to determine if the standards are met through the task and if the task measures the actual intent of the standard through student evidence. Teachers will be able to determine if the expected results match the actual results by calibrating student evidence of the same task among the grade level without bias by the teacher. This will allow for additional data to meet the needs of students individually and help teachers align tasks with the targets and intent of the standard at the appropriate DOK level.

**Person Responsible** Elizabeth Ferguson (elizabeth.ferguson@polk-fl.net)

eSchool has been provided to all parents wanting to keep students at home during our current COVID-19 crisis. We are serving around 26% of our population through distance learning with one class per grade level represented. We have six teachers working with students via Schoology. Students are in a structured class schedule that mirrors campus learning classrooms. Within the day students are provided with differentiation through small group break out sessions or one on one time with the teacher, ELL or ESE personnel. As parents help coach along with the teacher, students are given tasks or work with teachers based on their skill needs while still getting on grade level instruction with the standards.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

Our second Area of Focus is how we plan to increase our instructional practice to specifically provide better student engagement opportunities to increase overall student achievement. Our current STAR data shows that our overall need for increasing reading proficiency must be done through pervasive skills based instruction during whole group and small group instruction with fidelity checks in fluency and comprehension weekly. Our overall proficiency levels demonstrate the need to get students reading on level and be able to analyze the content in order to increase student achievement levels in all grade levels. Students need to be actively engaged and own their own learning in order to be able to work at a higher level and be able to master the targeted skills. Based on our school data and reflection; our school needs to increase active engagement for students. Additionally, we need students to develop social emotional skills to increase their ability to work in teams and with partners to develop these skills. Through LSI planning with student engagement and student ownership of learning as a priority, we will increase student engagement and be able to then increase student achievement.

**Measurable Outcome:**

We plan to increase our ELA achievement score from 34% to 45%, ELA Learning Gains from 37% to 48%, and our ELA Bottom 25% from 36% to 47%. Additionally, we plan to increase our Math Achievement score from 41% to 52%, Math Learning Gains from 30% to 41%, and our Math Bottom 25% from 24% to 35%. Overall Science Achievement goal is to move from 36% to 47%. This would increase our school grade to a C for the 20-21 school year.

Additionally we plan to decrease our tardies and number of days absent in school by 3%, along with a 1% decrease in discipline referrals.

**Person responsible for monitoring outcome:**

BETH NAVE (beth.nave@polk-fl.net)

**Evidence-based Strategy:**

We will use two evidence-based strategies to reach our goals. The first being our LSI model for planning for student engagement and student ownership. Our second strategy is through the use of the PBIS model for school-wide discipline and management.

**Rationale for Evidence-based Strategy:**

LSI and PBIS are evidence-based resources that place the student as the focal point for planning, as well as, the ability to plan appropriate tasks or responses to students in order to reach maximum student engagement. LSI plans for aligned tasks that focus on student success criteria that requires students to utilize teaming to engage in more rigorous and higher interest tasks. PBIS focuses on the system approach of setting expectations, teaching proper social skills and rewarding positive behaviors instead of focusing on the negative behaviors. Both resources focus on the intended outcome that is set forth by expectations and ownership of academics and social choices/responses.

**Action Steps to Implement**

Staff will review PBIS Training/CHAMPS, as well as, STOIC training with our PBS team. Additionally, we will have small group sessions with newer staff members to teach and discuss school-wide versus classroom expectations of the PBIS program.

**Person Responsible**

Elizabeth Ferguson (elizabeth.ferguson@polk-fl.net)

During PLC's and or collaborative planning, the Leadership Team will provide continued LSI language and action steps in order to plan for differentiation of tasks based on current data. Student ownership will be monitored during planning in how teachers are verifying student engagement and learning. Teachers will

also be provided opportunities to plan collaboratively with their grade levels after school for grades 3-5 and during school for grades K-2.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

Teachers will also engage in several Kagan structures on a monthly basis to increase student engagement and ownership for teams planning. It will be expected that all teachers work towards mastery of school wide Kagan structures that are presented to all teachers.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

Through the use of the Coaching Cycles, coaches will provide feedback pertaining to student engagement and classroom management.

**Person Responsible** Denise McLachlan (denise.mclachlan@polk-fl.net)

Through the use of increased technology in the classroom, students will be able to work with high interest programs where they can create and develop concepts/skills in all areas.

**Person Responsible** Erik Othoson (erik.othoson@polk-fl.net)

Our Guidance Counselor will provide additional T3 services addressing social and emotional support to students who are struggling to work successfully in the classroom due to lack of engagement or social/emotional concerns that are impacting the student negatively.

**Person Responsible** Erik Othoson (erik.othoson@polk-fl.net)

In order to increase student achievement in science we will purchase Monocular Scopes to help increase student engagement with additional tools.

**Person Responsible** Erik Othoson (erik.othoson@polk-fl.net)

Media center will order books that are supportive of our AR program and topics that increase student engagement based on student interest.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

eSchool has been provided to all parents wanting to keep students at home during our current COVID-19. We are serving around 26% of our population through distance learning with one class per grade level represented. We have six teachers working with students via Schoology. Students are in a structured class schedule that mirrors campus learning classrooms. Within the day students are provided a variety of methods to help increase student engagement through whole group discussions and lessons, small group break out sessions or one on one time with the teacher, ELL or ESE personnel. As parents help coach along with the teacher, students are given tasks or work with teachers based on their skill needs while still getting on grade level instruction with the standards. Student engagement is a key factor in virtual learning. Teachers are working diligently to increase excitement and find engaging ways to keep students actively involved.

**Person Responsible** BETH NAVE (beth.nave@polk-fl.net)

## Additional Schoolwide Improvement Priorities

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

**Student absences and low performance with grades/STAR are the two areas of most concern. When reviewing the data the EWS indicates that students in grades 3-5 show about 4% to 5% of the population with two or more warning signs. We will continue to work on absenteeism and grades with those students.**

**We will continue to work with our social worker, terminal operator, administration and teachers to share concerns with students and parents about attendance problems. Parents will be required to meet with the administration to set goals and find out the barriers, if any, in helping to resolve the attendance issue. We will also establish a school wide classroom competition for average % of attendance per class and work on rewarding them for best class average. Additionally, students who are on the EWS will be eligible for additional awards from the principal if they increase their attendance over time.**

**Our Leadership Team and ESL teacher will be in constant contact with students who are on the EWS list/Academic list (D/F list) to help provide additional support. Extended learning will be available, coaching from staff know as Data Chats will occur and incentives will be put into place as a motivator to encourage work completion on best efforts.**

## 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.

Students, parents, and staff describe Purcell as a school that represents and or feels like "home." We continuously seek ways to create a warm welcome to all stakeholders in order to provide a "risk free" environment. This includes reaching out to all parents, students, colleagues, and community members in a way that allows for open and honest conversations that are respectful and positive. In order to build this culture, staff is celebrated throughout the year to show thanks and gratitude and our professional development is intentionally designed to build collegiality in order to make the school stronger systemically. Students are celebrated through many engaging programs that encourage academic goals to be met and socially positive choices to be made. Our belief is that we are "educating world scholars," and that means that they must be productive problem solvers and find ways to work together with all types of people in order to be successful. Therefore, it is our mission to provide opportunities of growth, time to nurture, and provide challenges in order to produce these type of world scholars. That takes a positive mindset and an environment that is "risk free" and engaging for everyone.

Purcell addresses a positive school culture and environment by working with members of our SAC and CAT

members throughout the year. We share our current school data, review trends in our data, share our long term and short term goals, obtain feedback regarding the School Improvement Plan and budgets. Members also share and seek ideas to problem solve school wide or community concerns/issues. Parent surveys and feedback from community members offers data and insight in order to get improve each year in various areas.

Through our student agendas, social media, Class DOJO app, school website and phone messenger services, we have increased our ability to reach more parents to share positive events and successes. Additionally, we have several programs or resources that allow for all stakeholders to interact with the school staff and students such as: our Volunteer program, Great American Teach In, Church Member-donations and gifts to staff and students, Reading Pals, transition steps to Mulberry Middle school for 5th graders, working with Mulberry Sr. High students in ROTC with the Junior Achievement program, Mulberry Kiwanis "Terrific Kids" program and functions, Boys and Girls Club- on campus and community events, City of Mulberry events and functions. We also use our Parent Involvement para to reach out to community members, SAC members and volunteers to help make connections with our school in a positive manner. School events and family nights are coordinated and advertised in order to increase participation each year.

Purcell works diligently to create a culture that everyone can fit into and feel at "home."

**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: Instructional Practice: Differentiation				\$215,210.08
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	150-Aides	1141 - Purcell Elementary School	UniSIG	2.0	\$30,900.00	
<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>						
5100	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$3,090.00	
<i>Notes: Retirement - 8.47% - Instructional Personnel</i>						
5100	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$2,363.86	
<i>Notes: Social Security -7.65% -Instructional personnel</i>						
5100	231-Health and Hospitalization	1141 - Purcell Elementary School	UniSIG		\$18,576.00	
<i>Notes: Health and Hospitalization - Instructional Personnel</i>						
5100	232-Life Insurance	1141 - Purcell Elementary School	UniSIG		\$43.20	
<i>Notes: Life Insurance - Instructional personnel</i>						
5100	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$58.72	



			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
6300	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$163.13	
			<i>Notes: Retirement - 8.47%- Curriculum Planning</i>			
6300	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$124.79	
			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
6300	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$3.10	
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
5900	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$3,747.78	
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 18 weeks - 4 hours - 2 teachers</i>			
5900	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$374.78	
			<i>Notes: Retirement - 8.47% - Instructional personnel for extended learning</i>			
5900	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$286.71	
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
5900	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$7.12	
			<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>			
6150	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$1,320.56	
			<i>Notes: Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities 2 nights, 34 teachers, 2 hours per night</i>			
6150	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$132.06	
			<i>Notes: Retirement - 8.47% - Parent/Family Engagement</i>			
6150	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$101.02	
			<i>Notes: Social Security - 7.65% -Parent/Family Engagement</i>			
6150	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$2.51	
			<i>Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement</i>			
5100	510-Supplies	1141 - Purcell Elementary School	UniSIG		\$6,653.38	
			<i>Notes: Supplies - Instructional - General Classroom Supplies - Papers, pencils, markers, post its, chart paper, binders, folders, etc..</i>			
5100	644-Computer Hardware Non-Capitalized	1141 - Purcell Elementary School	UniSIG		\$15,760.00	
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 40 iPads/\$394 each</i>			

5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$4,700.00
		<i>Notes: Technology-Related Supplies - 40 iPad Cases/\$100 each, 2 iPad Pro Cases/\$200 each, 2 Apple TVs/\$150 each</i>			
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1141 - Purcell Elementary School	UniSIG		\$3,236.00
		<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 iPad Carts/\$1,618 each</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	1141 - Purcell Elementary School	UniSIG		\$2,200.00
		<i>Notes: Capitalized Hardware and Technology-Related Infrastructure - 2 iPad Pros/\$1,100 each</i>			
5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1141 - Purcell Elementary School	UniSIG		\$2,400.00
		<i>Notes: Furniture, Fixtures, and Equipment Non-Capitalized - \$250-\$999.99 - 12 Minocular Microscopes/\$200 each Each grade level (3-5) will receive 4 microscopes</i>			
5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$2,393.96
		<i>Notes: Technology-Related Supplies - Ink/Toner</i>			
6400	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		\$2,000.00
		<i>Notes: Technology-Related Supplies - Ink/Toner</i>			
6300	310-Professional and Technical Services	1141 - Purcell Elementary School	UniSIG		\$2,611.20
		<i>Notes: Professional and Technical Services Professional and Technical Services - Kelly Services reimbursement for payment of substitute services 4 subs requested for 6 days for K-2</i>			
6200	610-Library Books	1141 - Purcell Elementary School	UniSIG		\$1,000.00
		<i>Notes: Library Books - Supplemental media materials and books - Level books, science books</i>			
6300	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		\$30,198.24
		<i>Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 30 teachers - 34 hours each</i>			
6300	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		\$3,113.05
		<i>Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 coaches/interventionists - 34 hours each</i>			
6300	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$3,168.00
		<i>Notes: Retirement - 10%- Curriculum Planning</i>			
6300	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$2,423.52
		<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			

	6300	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$60.19
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5100	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG	1.0	\$51,500.00
			<i>Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation; Reading Interventionist</i>			
	5100	210-Retirement	1141 - Purcell Elementary School	UniSIG		\$5,150.00
			<i>Notes: Retirement - 10% - Instructional Personnel</i>			
	5100	220-Social Security	1141 - Purcell Elementary School	UniSIG		\$3,939.75
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1141 - Purcell Elementary School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1141 - Purcell Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		\$97.85
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	510-Supplies	1141 - Purcell Elementary School	UniSIG		\$2,000.00
			<i>Notes: Classroom Libraries and/or guided reading books for 8 classrooms</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Student Engagement</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$222,015.00</b>