Purcell Elementary School

2021-22 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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: D (34%) 2017-18: C (48%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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.

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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	Position Title	Job Duties and Responsibilities
NAVE, BETH	Principal	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 leader 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.
Othoson, Erik	Assistant Principal	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.

Name	Position Title	Job Duties and Responsibilities
Ferguson, Elizabeth	Math Coach	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.
McLachlan, Denise	Reading Coach	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 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

Name	Position Title	Job Duties and Responsibilities
		help direct differentiation and student engagement in the classroom.

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.*

4

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

515

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	0	79	74	89	87	69	0	0	0	0	0	0	0	398
Attendance below 90 percent	0	26	20	20	21	20	0	0	0	0	0	0	0	107
One or more suspensions	0	4	9	7	8	11	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	22	47	35	23	20	0	0	0	0	0	0	0	147

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	9	19	12	19	31	0	0	0	0	0	0	0	90

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	51%	57%	46%	50%	56%
ELA Learning Gains				37%	51%	58%	45%	51%	55%
ELA Lowest 25th Percentile				36%	49%	53%	41%	45%	48%
Math Achievement				41%	57%	63%	57%	58%	62%
Math Learning Gains				30%	56%	62%	59%	56%	59%
Math Lowest 25th Percentile				24%	47%	51%	50%	44%	47%
Science Achievement				36%	47%	53%	35%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison						
04	2021					
	2019	30%	48%	-18%	58%	-28%
Cohort Comparison		-36%				
05	2021					
	2019	29%	47%	-18%	56%	-27%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	56%	-14%	62%	-20%
Cohort Comparison						
04	2021					
	2019	54%	56%	-2%	64%	-10%
Cohort Comparison		-42%				
05	2021					
	2019	23%	51%	-28%	60%	-37%
Cohort Comparison		-54%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Early Literacy- 1st GRADE ELA, STAR Reading 2-5th grades, STAR Math 1-5th grades, and District Science Quarterlies 5th grade

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	63	50
	Economically Disadvantaged	33	61	51
	Students With Disabilities	20	50	50
	English Language Learners	26	53	42
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	60	41
	Economically Disadvantaged	47	57	42
	Students With Disabilities	40	40	33
	English Language Learners	47	53	37

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86	48	51
	Economically Disadvantaged	100	44	48
	Students With Disabilities	100	67	100
	English Language Learners		33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	31	24
	Economically Disadvantaged	26	32	25
	Students With Disabilities	13	29	11
	English Language Learners	6	6	6

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	41	40
	Economically Disadvantaged	32	33	34
	Students With Disabilities	8	8	8
	English Language Learners	22	28	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	51	37
	Economically Disadvantaged	40	48	36
	Students With Disabilities	8	17	8
	English Language Learners	30	28	27

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	39	44
	Economically Disadvantaged	24	32	38
	Students With Disabilities			21
	English Language Learners	8	14	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	41	46
	Economically Disadvantaged	27	37	43
	Students With Disabilities	8	14	21
	English Language Learners	28	38	55

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	52	35
	Economically Disadvantaged	40	46	30
	Students With Disabilities	8	23	
	English Language Learners	33	50	41
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	46	48
	Economically Disadvantaged	45	41	41
	Students With Disabilities	15	15	15
	English Language Learners	52	50	55
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	44	40
	Economically Disadvantaged	47	42	36
	Students With Disabilities	18	31	18
	English Language Learners	57	48	43

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	2	33	30	14	47		7				
ELL	24	58	63	41	66		42				
BLK	28			41							
HSP	30	55	63	41	61		32				
WHT	38	35			43	59		43			
FRL	25	48	53	36	54	33	29				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	370
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We continue to see low proficiency in all subject areas across all grade levels. Our SWD (+11%) and Black (+20%) students have shown an increase in progress monitoring scores based on STAR results, however, the overall score is still very low. In Math our Hispanics and ELL data has maintained the same levels of proficiency, but have shown a dip in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

All ESSA subgroups are below the 41% Federal Index range. In comparison to the FSA all subgroups have increased from the 19 FSA level compared to the STAR Spring scores of 2021. The greatest need for improvement is still overall proficiency in all content areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors continue to be vocabulary deficits when entering school, language acquisition skills, and teachers unable to discern how to meet children where they are instructionally while also giving them on grade level content to help accelerate learning. The balance is difficult and requires true mastery of teaching. Teachers must fully embrace the understanding of differentiation, meeting children where they are with their current skill level. Teaching students on grade level in a way that struggling readers can succeed without frustration, while building a risk free environment for learning will be the goal. There will be a strong emphasis in K-2 with language acquisition skills, measuring consistently for sight word mastery, fluency, listening and speaking skills in order to produce readers on grade level at the end of each academic year. (Focal POINTS: Tier one- Core Instruction, differentiation of instruction, all subgroups-with an emphasis on LY's, along with LSI areas such as Teacher Prep and Verify, Student verify and target/task alignment and Success Criteria ranges)

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When looking at FSA 2019 Data compared to Spring STAR 2021
ELA showed most improvement – ELL's went from 8% to 27%, ED- 29% to 37%, SWD – 15% to 21%, Black – 35% to 42%, White- 39% to 48%, and Hispanic 25% to 36%

What were the contributing factors to this improvement? What new actions did your school take in this area?

Small group instruction with push in support from para's, ESE and ELL personnel support was fully implemented within the classrooms for small group instructional support. After-school tutoring data showed that some/most of those students showed an increase, bump, in their STAR data. Additionally, Florida Ready materials were utilized during PowerHour and tutoring.

What strategies will need to be implemented in order to accelerate learning?

There will be a concentration on Core Instruction (Tier 1) that focuses on teaching all students with on grade level materials and standards based instruction. Students will be working on tasks that are on level and provided scaffolding, as needed. Additionally, students who can work beyond the grade level minimum DOK, will be given opportunities to extend their thinking or produce at a higher taxonomy level. Strategies include open-ended tasks, varied questioning and response techniques, and a variety of products/tasks. Marzano's Top 5 strategies will also be focused on during planning to ensure higher levels of academic engagement. (Extended Thinking, Vocabulary in Context, Summarization, Advanced Organizers, and Non-Verbal Representations) Teachers will also focus on how their planning for instruction actually matches their delivery of instruction. This will be based on coaching and observation feedback with Leadership Team to help monitor this goal with fidelity and consistency within the classroom.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive additional training in BBY math- (visual math, open ended, higher order processing in math, supports Marzano's Top 5), they will receive more Kagan training for higher order thinking, teaming, and problem solving based learning, PLC work will include ASL tools, Thinking Maps, phonics/fluency work utilizing Daily 5 and Rigg's, Reading /Math strategies such as 3 Read Protocol, Vocabulary notebooks, conferencing, student work samples, collaborative planning. Teachers will also follow a school-wide Focus calendar to help keep the focus on higher-level strategies, PBIS, Kagan Structures, Thinking Maps and areas of focus for fidelity and monitoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Reading Interventionist- new this year, Florida Ready for Math, Write Score, and Ed Directions, continued work with BBY and Kagan workshops, after school planning, and collaborative planning sessions with grade level teams as well as vertical team planning sessions. Leadership Team will create and follow a monitoring schedule for observations, feedback, coaching cycles, and support for teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	We will increase our instructional practice in order to specifically provide standards aligned instruction to all students. This data will be based on their performance on STAR, formatives and the FSA from 20-21 data. All students will receive grade level standards-based instruction to improve student achievement in core content areas, along with additional scaffolding to meet the needs of each learner based on their specific skill set. 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 have students reading on level and be able to analyze the content in order to increase student achievement levels in all grade levels. Previously, students received instruction that was misaligned, or content was not delivered as planned to the intent and rigor of the grade level standard. Tasks were also below level or not aligned to the proper DOK level in order to increase student thinking or comprehension. In 2018-2019, 66% of students in ELA scored a Level 1 or 2, and 59% of the students scored a Level 1 or 2 in Math, with 64% of 5th graders scoring a Level 1 or 2 in science. All ESSA Subgroups in 2018-2019 scored below the required 41% Federal Index. This year, students will be exposed to rigorous instruction through acceleration practices and suggestions, based on the Acceleration Imperative research. The focus will be on Instructional Planning that truly aligns standards with tasks and intended outcomes so students can reach proficiency in all core content areas. (*51% of Purcell's population is new this year based on rezoning)
Measurable Outcome:	As a result of instructional practice focused on standards aligned instruction, at minimum 45% of students will earn a level 3,4, or 5 on the state reading and math assessment; 40% of students in 5th grade will earn a level 3,4, or 5 on the states science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools. (*51% of Purcell's population is new this year based on rezoning- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes)
Monitoring:	The Leadership Team (Principal, Assistant Principal, Reading and Math coaches) will monitor teacher delivery of instruction during core instruction and the implementation of small group instruction as designed during collaborative planning. During PLC's, the ASL tool, student samples, K-5 vertical alignment and planning will also ensure that planning is data driven and adjusted based on real time data and feedback. Teachers will plan with coaches, utilize current student data and the Purcell Instructional Focus Calendar, District Curriculum Maps, Florida Standards, BEST Standards to plan with fidelity and consistency schoolwide.
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 which includes the following areas that have been focused on during professional development: 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.

Rationale for Evidence-based Strategy:	Our District wide Planning Model is LSI and was chosen in order to improve core and small group instruction. The Leadership team, along with teachers will work through collaborative planning for target-task alignment, success criteria, and student work samples to verify student achievement that aligns with the targeted task and expectation of the task using the ASL tool. Planning with this model will additionally provide laser focus planning on how to align tasks and 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 K-5 collaborative planning, the Leadership Team will continue to use the LSI common planning model and action steps in order to plan for standards based aligned tasks and adapt lessons based on current data. Purcell's non-negotiables will also be utilized schoolwide during planning: Marzano's Top 5, Instructional Focus Calendar, Thinking Maps, Kagan, BBY Math, 3 Read Protocol, Daily 5, Vocabulary Notebooks, RIGG's Phonograms and PBIS tools.

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

K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: LSI Models, Marzano's Top 5, Daily 5, Rigg's, and vocabulary notebooks.

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

K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield math strategies to increase fact fluency and the ability for students to choose a variety of math strategies for problem solving. During planning teachers will focus data driven decisions to plan for instructional delivery to include: 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, as well as, work with teachers on creating, maintaining, and analyzing the Student Data Wall. Additionally, the teachers 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 in all content areas 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 Reading Interventionist (Unisig) and 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 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 or in house coverage 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 StemScopes, SmartyAnts, Florida Wonders, 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. Extended Learning transportation and teacher tutoring stipends and payment will be provided for our after school tutoring program.

Person Responsible   BETH NAVE (beth.nave@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)

Media center will order books that are supportive of our AR program and topics that increase student engagement based on student interest. This year we will promote a schoolwide initiative through the Flat Stanley series that will incorporate all K-5 classrooms. Books will be purchased out of TT1 funds to help purchase these books to build community through culturally diverse setting through geographic adventures. This will also tie directly into our AR rewards programs as well.

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

Teachers will engage in summer collaborative planning to increase content capacity, work with grade level teams to produce long range and short term planning materials for BEST standards and for test items specs and data analysis.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	According to the 2019 FSA Federal Index ESSA Data, all 6 subgroups for Purcell were below the required 41% proficiency range. Our overall FPPI was a 35%, Economically Disadvantaged 34%, ELL 22%, SWD 24%, Black 36%, Hispanic 36% and White 33%. All students will be taught in small groups at their skill level within the intervention blocks by the classroom teacher or push in support personnel. Students will receive on grade level instruction during the core instructional block for acceleration with the intent of closing the learning gaps. (*51% of Purcell's population is new this year based on rezoning- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes)
Measurable Outcome:	As a result of instructional practice focused on differentiation in core content areas, at minimum 45% of students will earn a level 3,4, or 5 on the state reading and math assessment; 40% of students in 5th grade will earn a level 3,4, or 5 on the states science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools. (*51% of Purcell's population is new this year based on rezoning- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes)
Monitoring:	The Leadership Team (Principal, Assistant Principal, Reading and Math coaches) will monitor teacher delivery of instruction and implementation of small group instruction as designed during collaborative planning. During PLC's, the ASL tool, student samples, and vertical alignment and planning will also ensure that planning is data driven and adjusted based on real time data and feedback. Teachers will also supply the varied ways they will implement differentiation within Core Instruction, as well as, during small group instruction in order for the Leadership Team to be able to monitor with fidelity and to provide additional coaching as needed. Subgroup data will be discussed and reviewed on a monthly basis with all grade levels using formative assessments and with district progress monitoring tools.
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 in previous years include 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.
Rationale for Evidence-based Strategy:	Our District wide Planning Model is LSI and was chosen in order to improve core and small group instruction. The Leadership team, along with teachers will work through collaborative planning for target-task alignment, success criteria, and student work samples to verify student achievement that aligns with the targeted task and expectation of the task using the ASL tool. Planning with this model will additionally provide laser focus planning on how to align tasks and 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

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. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: LSI Models, Marzano's Top 5, Daily 5, Rigg's, and vocabulary notebooks.

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 in order to increase proficiency in all subgroups. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: 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)

Ready Florida Math will be purchased and used for small group instruction through extended learning and a follow up during Power Hour. Extended Learning transportation and teacher tutoring stipends and payment will be provided for our after school tutoring program.

Person Responsible   BETH NAVE (beth.nave@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 Reading Interventionist (Unisig) and 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)

In order to monitor student proficiency in reading specifically as it relates to fluency and comprehension, and instructional reading levels, we will conduct Instructional assessments through Dibels. We will also utilize 6 Minute Solution during our Triple iii times on a daily basis to increase reading fluency. This will provide a weekly fluency check for all students. The Dibels assessment and Florida Wonders placement assessments will also help provide formative data to help monitor progress towards reading proficiency by grade level expectations.

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

Students will be assessed for sight word mastery in all grade levels. This will include the Fry and Dolch lists and phrases that are recommended per grade level. This will be monitored quarterly.

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

During PLC's and/ or collaborative planning, the Leadership Team will provide continued LSI common planning model and action steps in order to plan for differentiation of tasks based on current subgroup data. To compliment the LSI planning model, the following strategies are research based as well and will enhance skills/strategies that will help all subgroups with language acquisition, vocabulary, reading, writing-communication skills and problem solving: Marzano's Top 5, Instructional Focus Calendar, Thinking Maps, Kagan, BBY Math, 3 Read Protocol, Daily 5, Vocabulary Notebooks, RIGG's Phonograms and PBIS tools.

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

Students will be assessed for math fact fluency using Freckle math and other paper pencil formatives to increase math fluency in all K-5 classrooms. This will be monitored through Freckle math data and competitions will be held by grade level. The math coach will hold math celebration parties for those completing personal math fluency goals during the nine weeks.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	We will increase teacher content capacity in our literacy practices and instructional delivery in order to specifically focus on schoolwide improvement in reading proficiency. Our decision is based on 2020-2021 STAR data, formatives and the FSA from 20-21 data. Our current STAR data, fall of 2021, shows that 57% of 3rd graders, 67% of 4th graders, and 65% of 5th graders are performing below grade level in reading. As a result, we will make sure that all students in grades 3-5 receive appropriate and research based literacy strategies to improve student achievement in proficiency during the ELA block and Power Hour primarily, as well as, within math, science and social studies content areas. Additionally, our K-2 will primarily focus on the new B.E.S.T. standards and the need to significantly increase on grade level readers and writers by the end of the year.
Measurable Outcome:	As a result of increased content capacity in our literacy practices and instructional delivery focused on proficiency and standards aligned instruction, at minimum 45% of students will earn a level 3, 4, or 5 on the state reading and math assessment; 40% of students in 5th grade will earn a level 3, 4, or 5 on the states science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored and adjusted throughout the year through grade level formative assessments and district progress monitoring tools. (*51% of Purcell's population is new this year based on rezoning- this will impact the culture and dynamics of the school, it will also impact our data for comparison purposes)
Monitoring:	The Leadership Team (Principal, Assistant Principal, Reading and Math coaches) will monitor teacher delivery of instruction during core instruction and the implementation of small group instruction as designed during collaborative planning. During PLC's and planning with teachers, the the focus will be around High Quality Early Literacy instruction such as effective read alouds, reading and writing foundational skills, Wiley Blevin's program, FROM PHONICS TO READING and Write Score. We will monitor all grade levels in reading fluency rates, high frequency words, vocabulary and comprehension skills regularly through progress monitoring tools, formatives and feedback from teachers during data chats.
Person responsible for monitoring outcome:	BETH NAVE (beth.nave@polk-fl.net)
Evidence-based Strategy:	Strategies that support research based literacy development would include read-alouds, modeling, graphic organizers, students using their own unique experiences, and opportunities to work with their peers. Research based materials will include the use of SRA for small group instruction, Wiley Blevin's program, FROM PHONICS TO READING, Write Score, Rigg's Phonograms (Rigg's Institute), 6 minute solution, Accelerated Reader, Wonders Florida, Smarty Ants, and iStation. Teachers will emphasize foundational skills such as print concepts, phonological awareness, phonics, word analysis and fluency.
Rationale for Evidence-based Strategy:	Through the implementation of these evidence-based strategies, we will increase literacy and writing proficiency when used with fidelity and consistency in the classroom. District led initiatives, along with previously modeled practices and strategies from DOE, LSI, and ED Directions were used as the criteria for selection.
Action Steps to Implement	

Under the RFA for High Quality Early Literacy Project, K-2 teachers will work with the B.E.S.T. book sets from Follet, Phonics manipulatives kits from Really Good Stuff, FROM PHONICS TO READING-Wiley Blevins books from Sadlier in order to increase teacher content/instructional capacity and efficacy in the classroom for a stronger reading program school-wide.

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

We will implement a district initiated writing program called Write Score to increase overall writing proficiency in grades 3-5. We will use the program scored writing results to progress monitor student results to provide feedback to teachers, students, and the leadership team to determine strengths and weaknesses to help improve writing skills and writing proficiency. The leadership team will work with teachers to use Write Score's instructional materials to develop lessons and specific feedback to students based on their individual writing tests/samples. The leadership team will also work with the district coach and staff to monitor the program and train on the various aspects of the program as a new tool.

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

K-5 teachers will utilize classroom library sets that include the B.E.S.T. literature during teacher directed instruction during small group time.

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

K-5 grade level teams will focus on standards aligned instruction to increase student proficiency by providing high yield reading strategies that increase phonics, phonemic awareness, fluency, vocabulary, and comprehension. During planning teachers will focus on data driven decisions to plan for instructional delivery to include: LSI Models, Marzano's Top 5, Daily 5, Rigg's, and vocabulary notebooks.

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

During planning in math and science, teachers will incorporate reading and writing strategies to support overall literacy proficiency. Through reading and writing tasks that are aligned to the standards, literacy will be supported daily in all content areas.

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

There will be a data wall kept in the main hallway to share current AR points per class and by grade level to encourage the AR reading competition school-wide. Graphs are printed and posted weekly.

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

Purcell will participate in BookBags for students, through district office coordination, so that students will be able to have access to the B.E.S.T. books at home.

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

Classroom and grade level competitions will be on-going throughout the year to promote AR reading points and percentages for accuracy. Trophies are awarded twice a month to classes with most points earned and or highest percent of accuracy.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Purcell Elementary is undergoing a transformational shift in population that will dramatically impact the school culture this year. Due to the opening of a new school, we will lose more than half our population that we have served for the past 30+ years. We will have more than 51% of our population coming from two other schools from the area this year, Kingsford- now closed, and Sikes Elementary. Not only does this impact students and families, but it also impacts our local churches and business partnerships. As we lose valuable partnerships, we will have to work diligently to reach out to new partnerships in order to have community support and membership support with groups like our School Advisory Council as an example. We are concerned that by "exchanging" over half of the school, incorporating two new schools and their cultures, will create some variables we must plan for and address in order to create a smooth and successful transition. Fortunately, we have a strong PBIS team and program. As reflected below we are a model school, 15th year, and have a program in place that will certainly help support this transition.

We are implementing a schoolwide reading project K-5 through the Flat Stanley series that will incorporate various cultures and how the character faces challenges in different worldly settings. We will build on his travels to support team and class building within our school. Our PBIS team will plan for lessons and activities that help teachers incorporate our school culture with the other two school cultures in order to promote healthy social programs and behavioral expectations that continue to provide a positive schoolwide systemic plan.

Our school is a PBIS Model School and has been awarded Model school annually with a Gold, Silver or Bronze Level award. The school wide behavior management plan works well with the majority of our students; however, we have another major concern that is valid for being a top priority. There are a few exceptions, extreme behaviors, students with mental health challenges that are beyond our training ability and staffing ability that do impact the administration's functions. It is usually only 1-2 students; however, they can impact an entire school day at the elementary level when there is limited resources for support. These are students that are extreme in behavior- violent and abusive to other children or the adults and interrupts the educational process. However, due to the "few" numbers/ratios, they are not calculated into the bigger picture.
Overall, Purcell is an exceptionally well behaved and well mannered school family that focuses on positive choices and consequences.

PURCELL ELEMENTARY SCHOOL-1141 reported 0.0 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students.

Annual Suspension dropped from School Year 18 to School 19 as follows:
Out of School Suspensions went from 52 to 17
In School Suspensions went from 45 to 11

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.

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.

Student, parent and staff surveys offers insight and information about ways to improve our program. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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."

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$220,374.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	1141 - Purcell Elementary School	UniSIG	2.0	$30,600.06
			Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1141 - Purcell Elementary School	UniSIG		$3,310.93
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1141 - Purcell Elementary School	UniSIG		$2,340.91
			Notes: Social Security y -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1141 - Purcell Elementary School	UniSIG		$18,576.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1141 - Purcell Elementary School	UniSIG		$43.20
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		$58.14
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG	1.0	$54,877.26
			Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation Reading Interventionist			
	5100	210-Retirement	1141 - Purcell Elementary School	UniSIG		$5,937.72
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1141 - Purcell Elementary School	UniSIG		$4,198.11

			Notes: Social Security y -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1141 - Purcell Elementary School	UniSIG		$9,288.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1141 - Purcell Elementary School	UniSIG		$21.60
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		$104.27
			Notes: Workers Compensation - .19% - Instructional Personnel			
	6300	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		$28,000.00
			Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 25 Teachers, 32 hours each @ $30 per hour			
	6300	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		$4,200.00
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 Coaches/ Interventionists, 40 hours each @ $30 per hour			
	6300	140-Substitute Teachers	1141 - Purcell Elementary School	UniSIG		$1,440.00
			Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 3 Provisionals, 32 hours each @ $15 per hour			
	6300	210-Retirement	1141 - Purcell Elementary School	UniSIG		$3,639.85
			Notes: Retirement - 10.82%- Curriculum Planning			
	6300	220-Social Security	1141 - Purcell Elementary School	UniSIG		$2,573.46
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		$63.92
			Notes: Workers Compensation - .19% - Curriculum Planning			
	5900	120-Classroom Teachers	1141 - Purcell Elementary School	UniSIG		$5,826.00
			Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 7 Teachers, 30 hours each @ $19.42 per hour			
	5900	130-Other Certified Instructional Personnel	1141 - Purcell Elementary School	UniSIG		$1,747.80
			Notes: Other Certified Instructional Personnel- Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 3 Coaches/Interventionists, 30 hours each @ $19.42 per hour			
	5900	140-Substitute Teachers	1141 - Purcell Elementary School	UniSIG		$1,800.00
			Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 4 Provisionals, 30 hours each @ $15 per hour			

	5900	210-Retirement	1141 - Purcell Elementary School	UniSIG		$1,014.25
		Notes: Retirement - 10.82% - Instructional personnel for extended learning				
	5900	220-Social Security	1141 - Purcell Elementary School	UniSIG		$717.10
		Notes: Social Security - 7.65 - Instructional personnel for extended learning				
	5900	240-Workers Compensation	1141 - Purcell Elementary School	UniSIG		$17.81
		Notes: Workers Compensation -.19% - Instructional personnel for extended learning				
	5100	510-Supplies	1141 - Purcell Elementary School	UniSIG		$7,954.27
		Notes: Office Supplies - Paper, notebooks, folders, markers, pencils, post its, etc...				
	5100	644-Computer Hardware Non-Capitalized	1141 - Purcell Elementary School	UniSIG		$15,760.00
		Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 40 iPads				
	5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		$3,998.00
		Notes: Technology-Related Supplies 40 iPad Cases				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1141 - Purcell Elementary School	UniSIG		$3,236.00
		Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 2 iPad Carts				
	5100	644-Computer Hardware Non-Capitalized	1141 - Purcell Elementary School	UniSIG		$2,200.00
		Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 2 iPad Pros				
	5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		$358.00
		Notes: Technology-Related Supplies 2 iPad Pro cases				
	5100	519-Technology-Related Supplies	1141 - Purcell Elementary School	UniSIG		$298.00
		Notes: Technology-Related Supplies 2 Apple TVs				
	5900	510-Supplies	1141 - Purcell Elementary School	UniSIG		$2,574.00
		Notes: Extended Learning Materials - Ready Florida				
	7800	330-Travel	1141 - Purcell Elementary School	UniSIG		$2,378.87
		Notes: Extended Learning Transportation - County Buses				
	5900	310-Professional and Technical Services	1141 - Purcell Elementary School	UniSIG		$1,221.08
		Notes: LRC Tutoring Contract				
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**

	Total:	$228,332.50