

Polk County Public Schools

# Walter Caldwell Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

## Demographics

**Principal: Kathryn Ashmore**

Start Date for this Principal: 8/28/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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: C (42%) 2017-18: D (38%) 2016-17: D (38%)
<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>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

## Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

### 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	65%

### School Grades History

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

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

At Caldwell Elementary, we foster a rigorous, standards-based learning environment that engages and develops learners through critical thinking and problem-solving strategies while empowering them to be independent well-rounded learners and leaders.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ashmore, Kathryn	Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following student achievement, curriculum, staff evaluations, student discipline, scheduling, professional development, etc.
Hyman, Kimberly	Assistant Principal	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement.
Ostberg, John	Math Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement.
Taylor, Nicole	Instructional Technology	Oversee all of the technological needs of the school. Provide STEAM Instruction for students in grades 4-5. Maintain and oversee STEAM Lab and materials. Collaboratively plan with core science teachers. Assist teachers analyzing science data and providing interventions.
Irwin, Tamesia	Instructional Media	Oversee the functions of the media center. Ensure that students have access to books that are on level and provide diverse text. Monitor and maintain the AR Reading program. Analyze and monitor student attendance and work with special are teachers to ensure that Tier 2 and Tier 3 attendance needs are being addressed.
Adams, Aisha	Other	Reading Interventionist will provide small group instruction to students - focusing on remediation, intervention, and/or enrichment. Provide teachers with support in classroom with Tier 2 and Tier 3 Interventions
Chisholm, Renne	School Counselor	By providing education, prevention, early identification and intervention services, school counselors remove barriers to learning and help elementary school students reach their full academic potential, setting the tone for later school years. ESE Transportation, ESOL testing, serves as a resource for parents, provides social-emotional support for students.
Hill, Cheryl	Principal	Provide strategic direction in the school system, develop standardized curricula, assess teaching methods, monitor



Name	Position Title	Job Duties and Responsibilities
		student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities, etc.
Lamb, Ashlee	Dean	Coordinate with appropriate personnel to ensure professional development and support are provided in a timely manner to all staff members. Provide appropriate communication to parents as it relates to student discipline. Review, revise, and communicate discipline policies as needed.
Higgins, Megan	Teacher, ESE	This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role will serve as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

## Demographic Information

### Principal start date

Saturday 8/28/2021, Kathryn Ashmore

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

0

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

2

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

49

**Total number of students enrolled at the school**

727

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

8

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

6

### 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	122	128	127	126	113	0	0	0	0	0	0	0	616
Attendance below 90 percent	0	35	37	28	40	43	0	0	0	0	0	0	0	183
One or more suspensions	0	1	0	4	4	8	0	0	0	0	0	0	0	17
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	10	6	36	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	12	31	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	34	59	62	57	39	0	0	0	0	0	0	0	251

**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	14	24	19	27	17	0	0	0	0	0	0	0	101

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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**

Wednesday 6/23/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	3	13	21	22	37	0	0	0	0	0	0	0	103

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	6	6	0	0	0	0	0	0	0	13

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	3	13	21	22	37	0	0	0	0	0	0	0	103

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	6	6	0	0	0	0	0	0	0	13

**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				44%	51%	57%	40%	50%	56%
ELA Learning Gains				47%	51%	58%	46%	51%	55%
ELA Lowest 25th Percentile				49%	49%	53%	45%	45%	48%
Math Achievement				47%	57%	63%	39%	58%	62%
Math Learning Gains				47%	56%	62%	30%	56%	59%
Math Lowest 25th Percentile				30%	47%	51%	34%	44%	47%
Science Achievement				29%	47%	53%	30%	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	52%	52%	0%	58%	-6%
Cohort Comparison						
04	2021					
	2019	34%	48%	-14%	58%	-24%
Cohort Comparison		-52%				
05	2021					
	2019	38%	47%	-9%	56%	-18%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison						
04	2021					
	2019	53%	56%	-3%	64%	-11%
Cohort Comparison		-58%				
05	2021					
	2019	24%	51%	-27%	60%	-36%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	45%	-17%	53%	-25%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1 - 5 ELA and Mathematics STAR Assessment  
Science Grade 5 - District Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	62	60
	Economically Disadvantaged	42	56	53
	Students With Disabilities	22	30	67
	English Language Learners	17	53	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	69	54
	Economically Disadvantaged	62	66	48
	Students With Disabilities	44	22	30
	English Language Learners	44	61	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	77	66
	Economically Disadvantaged	71	73	57
	Students With Disabilities	100	50	50
	English Language Learners	100	50	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	47	47
	Economically Disadvantaged	36	44	34
	Students With Disabilities	8	8	14
	English Language Learners	13	35	22
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	40	32
	Economically Disadvantaged	32	38	32
	Students With Disabilities		14	7
	English Language Learners	29	28	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	42	31
	Economically Disadvantaged	39	41	29
	Students With Disabilities	23	15	21
	English Language Learners	27	35	19

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	51	35
	Economically Disadvantaged	32	43	29
	Students With Disabilities	14	23	5
	English Language Learners	24	33	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	52	37
	Economically Disadvantaged	43	48	31
	Students With Disabilities	19	15	9
	English Language Learners	32	42	23
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	37	40
	Economically Disadvantaged	30	31	32
	Students With Disabilities	20	20	23
	English Language Learners	19	22	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	43	35
	Economically Disadvantaged	38	37	26
	Students With Disabilities	20	14	31
	English Language Learners	35	38	22
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	79	46	58
	Economically Disadvantaged	71	40	50
	Students With Disabilities	54	19	36
	English Language Learners	82	51	64

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	7	15		7	15		7				
ELL	25	28		27	20	18	23				
BLK	18	26		11	11		19				
HSP	28	26		29	18	20	38				
WHT	41	25		31	12		44				
FRL	25	23	24	22	15	24	25				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	14	19	21	11	20	21	17				
ELL	28	41	39	36	45	44	9				
BLK	39	41	54	46	43	29	30				
HSP	39	48	43	41	47	50	21				
WHT	50	51	62	50	49	13	36				
FRL	41	47	43	42	43	26	23				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	16	22	27	14	15	20					
ELL	27	55	69	36	31	50	36				
BLK	30	41	47	31	30	44	5				
HSP	40	50	50	37	26	33	36				
WHT	45	41	39	44	30	29	33				
FRL	39	49	49	38	31	35	29				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	219
Total Components for the Federal Index	8
Percent Tested	97%



Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	17
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	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Incoming 3rd grade students have a large number of potential level 1 students in ELA. ESE is trending downward in math, but upward in ELA. Math proficiency is higher as a school compared to ELA and science.

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

Bottom 25 gains is the greatest area of improvement for all subjects, grades, and subgroups. Science proficiency is the lowest of all data points.

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

Moving beyond compliance in small groups and power hour. More frequent analysis of formative assessments. Provide PD on formative assessments and flexible grouping.

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

Grades K-2 shows higher proficiency when compared to grades 3-5. ELA has a 12% growth in proficiency as a school and math has a 4% growth in proficiency according to progress monitoring data.

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

Frequent collaborative planning in ELA and math iii PD contributed to this improvement. Additionally, writing instruction and proficiency improved based on progress monitoring assessments. Our school

will continue to train and monitor on effective writing instruction. We will also plan PD based on the science of reading and on math theory and pedagogy to strengthen core instruction in math and ELA.

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

Modeling and coteaching with support will be implemented in addition to the provided professional development in order to accelerate learning.

**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.**

Professional development on the science of reading will be provided and supported throughout the school year. Math professional development on the CRA method, number sense, and brain based math research will be provided and supported throughout the year.

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

MTSS systems in place will continue and be monitored for fidelity. Model classrooms will be established throughout the campus. We will restructure and the math block and math iii period.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	All students will receive grade-level standards-based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade-level standard, which will build on their current level of learning closing the gap in proficiency. Previously, students received instruction that was mostly aligned to the intent of the grade-level standards, but misaligned with the required rigor. In addition, formative assessments were not aligned to standards on a consistent basis and were not directly related to intentional, flexible small group instruction.
<b>Measurable Outcome:</b>	As a result of standards-based instruction taught in core content areas, 50% of students will earn a Level 3 or higher on the state reading assessment; 53% of the students will be proficient on the math assessment and 35% of the students will score Level 3 or higher on the state science assessment.
<b>Monitoring:</b>	Progress monitoring data from STAR and district assessments will be analyzed frequently by the leadership and faculty to make instructional decisions as the year progresses. In addition to data analysis, the leadership team will coordinate frequent classroom walks to monitor the fidelity of instruction.
<b>Person responsible for monitoring outcome:</b>	Kathryn Ashmore (kathryn.ashmore@polk-fl.net)
<b>Evidence-based Strategy:</b>	Incorporate content-rich, rigorous, standards based-instruction using Marzano/LSI strategies for achieving rigor by emphasizing critical thinking, higher-order problem solving, and transferable skills. In addition, (Tier 2 academic interventions) small group instruction with targeted interventions in core content areas will be provided as needed, according to standards aligned formative assessments and Star data.
<b>Rationale for Evidence-based Strategy:</b>	Most teachers understand that increasing rigor is necessary but lack the know-how to shift core instruction. LSI helps teachers focus on high-yield strategies that raise student achievement across the board. Learning targets and instructional tasks for students must each be aligned to the appropriate standards. Teachers must understand the level of thinking and evidence required by the standards, create tasks aligned to the correct cognitive complexity, and then ensure students' evidence of thinking is reaching the standard. Research indicated that to attain the goal of having the majority of students in a school read on grade level, students who perform at low levels must make accelerated progress, and these students benefit from interventions providing more effective instruction and extended opportunities for practice.

**Action Steps to Implement**

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

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

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

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

Provide teachers with additional time for collaborative planning and data analysis prior to the school year beginning and after each progress monitoring assessment (District Science

Quarterly Assessment and STAR Reading and Math) Utilize reflective questioning models with teachers (Appreciative Questioning and ORID) when analyzing data.

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

Provide professional development on the 5E Model for Math Instruction. Implement the use of the CRA Model for Math (Concrete, Representational, and Abstract) during PLCs. Continue to provide training and/ PD

regarding Target-Task Alignment. Use substitutes to provide coverage when needed. Use substitutes for classroom coverage when needed.

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

Provide professional development on the Gradual Release Model for ELA instruction and the science of reading during PLCs. Continue to provide training and/PD regarding Target-Task Alignment. Use substitutes to provide coverage when needed. Use substitutes for classroom coverage when needed.

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

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

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

Use formative assessments to differentiate instruction for extension and remediation. After each module/unit assessment, provide re-teaching and re-evaluate utilizing a formative assessment. Use Freckle, I-station, STAR, and Smarty Ants to progress monitor and differentiate instruction for all grade-levels.

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

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

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

Utilize the district science coach to provide professional development on the CER Model (Claim, Evidence and Reasoning) during Science instruction. Claim-Evidence-Reasoning or CER is a writing strategy that can develop a student's analytical thought process and writing skills.

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

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** All SWD and ELL students will receive differentiated instruction based on their instructional level and academic needs. SWD and ELL students' received on level instruction with limited individualization. As a result, many students could not master the standard or show growth. In addition, whole-group and small group instruction lacked the necessary, intentional strategies to meet the diverse needs of SWD and ELL students.

**Measurable Outcome:** As a result of effective standards-based instruction and effective use of small group instruction, the SWD and ELL subgroups will perform at a minimum of 41% proficiency overall. ELL and SWD students will be monitored through grade-level formative assessments and district progress monitoring tools.

**Monitoring:** Progress monitoring data from STAR and district assessments will be analyzed frequently by the leadership and faculty to make instructional decisions as the year progresses. Data will be sorted by ESSA categories and analyzed with the staff that serves those individual groups of students. In addition to data analysis, the leadership team will coordinate frequent classroom walks to monitor the fidelity of instruction.

**Person responsible for monitoring outcome:** Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

**Evidence-based Strategy:** We will improve proficiency and learning gains for our ELL and SWD subgroups by providing rigorous standards-based instruction, utilizing district curriculum maps, learning targets, and success criteria. Intentional, data based small group instruction, targeted interventions, writing instruction, explicit phonics instruction and/or extended learning opportunities will be implemented.

**Rationale for Evidence-based Strategy:** Clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they're supposed to learn and what their work should like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Moss, Brookhart, & Long, 2011). This point has been demonstrated for all age groups and in a variety of subjects. The important point here is that students should have clear goals.

**Action Steps to Implement**

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

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

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

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

Technology supplies/programs such as Nearpod will be purchased and used to increase student engagement in the classrooms and to create an inclusive and immersive learning environment by allowing students to actively participate in instruction and customize lessons for SWD and ELL students.

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

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

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

The math and reading coaches will utilize PLCs and collaborative planning sessions to assist teachers in analyzing student data weekly and providing nonevaluative instructional feedback and professional development as needed.

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

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

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

Strategically schedule students based on ESE minutes and instructional needs to maximize the inclusion teachers schedule so minutes can be met sufficiently. Establish and conduct Inclusion Check-Ins. Administration and LEA will meet with inclusion teachers and classroom teachers to discuss how "co-teaching" is progressing as well as student growth. Conduct non-evaluative walk-throughs to provide feedback to team.

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

The ESE inclusion teachers, LEA, instructional coaches and interventionist will partner with classroom teachers to assist in the development, implementation and monitoring of tiered interventions. Provide planning time for inclusion teachers to collaborate with classroom teachers. Also provide time for the team to evaluate student progress and needs.

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

Strategically schedule students based on ESOL Tiers and instructional needs to maximize the ESOL paras schedule so minutes can be met sufficiently. Establish and conduct ESOL Check-Ins. Administration and LEA will meet with ESOL paras and classroom teachers to discuss how "co-teaching" is progressing as well as student growth. Conduct non-evaluative walk-throughs to provide feedback to team.

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



**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** All students will receive grade-level standards-based instruction to improve student achievement in ELA. Students will be exposed to the intent and rigor of the grade-level standard, which will build on their current level of learning. Students will receive tiered interventions based on needs assessments. Previously intensive intervention did not reflect the foundational needs of the students.

**Measurable Outcome:** As a result of ELA tiered interventions, 47% of students will demonstrate a learning gain and 42% of the bottom 25th percentile will make a learning gain.

**Monitoring:** Progress monitoring data from STAR and district assessments will be analyzed frequently by the leadership and faculty to make instructional decisions as the year progresses. In addition to data analysis, the leadership team will coordinate frequent classroom walks to monitor the fidelity of instruction.

**Person responsible for monitoring outcome:** Kathryn Ashmore (kathryn.ashmore@polk-fl.net)

**Evidence-based Strategy:** Tier 2 and tier 3 interventions will be provided during small group instruction and Power Hour. Substantially deficient students will receive small group instruction with targeted interventions in core content areas.

**Rationale for Evidence-based Strategy:** Most teachers understand differentiated instruction, but lack the know-how to shift core instruction. Research indicated that to attain the goal of having the majority of students in a school read on grade level, students who perform at low levels must make accelerated progress, and these students benefit from interventions providing more effective instruction and extended opportunities for practice.

**Action Steps to Implement**

Utilize curriculum planning days for reading whole group and small group instruction. During the planning sessions, teachers will focus on standards and data analysis to identify instructional needs of students and develop action steps.

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

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

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

Provide professional development on the Gradual Release Model for ELA instruction and the science of reading during PLCs. Continue to provide training and/PD regarding Target-Task Alignment. Use substitutes to provide coverage when needed. Use substitutes for classroom coverage when needed.

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

Use formative assessments to differentiate instruction for extension and remediation. After each module/unit assessment, provide reaching and re-evaluate utilizing a formative assessment. Use I-station, STAR, and Smarty Ants to progress monitor and differentiate instruction for all grade-levels.



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

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

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

Both Reading Interventionists (K-2) and (3-5) will work with teachers and students to diagnose reading deficits and provide specific interventions. Utilizing the SIPPS invention program and Leveled Literacy Interventions (LLI) (Fountas and Pinnell) reading intervention program. Additional LLI kits will be purchased to meet student learning needs.

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

Strategically schedule students based on ESOL Tiers and instructional needs to maximize the ESOL paras schedule so minutes can be met sufficiently. Establish and conduct ESOL Check-Ins. Administration and LEA will meet with ESOL paras and classroom teachers to discuss how "co-teaching" is progressing as well as student growth. Conduct non-evaluative walk-throughs to provide feedback to team.

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

Provide hybrid reading endorsement course to teachers on campus to increase number of reading endorsed teachers.

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

Schedule monthly data check-ins with teacher and students. During this time review goals, progress towards goals and potential barriers. The data chats will include but are not limited to: STAR, FSA, AR, IStation, Smarty Ants, Florida Wonders assessments, formatives, attendance, behavior and any additional data that will contribute to student success.

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

Provide professional development to teachers on writing across the content areas.

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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**In order to strengthen the ESE program and instruction/services received by SWD, we will do the following:**

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

**In order to ensure the necessary implementation of ESOL strategies and interventions, we will do the following:**

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

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

- 1. The leadership team will analyze attendance data and identify all incoming students with 5 or more absences for the previous school year.**
- 2. Each targeted student will have a member of the leadership team, support staff, and/or elective teacher assigned as an "attendance mentor". (Attendance mentors will connect with their mentees 2-3 times per week through one-on-one meetings, small groups, before/after school greetings, etc.)**
- 3. Teachers will make phone calls home to any student absent 2 or more days in a month.**
- 4. Weekly and monthly "attendance" recognition will be given to students, parents, and/or classrooms. Students present for 95% or more days will be invited to the Black Top celebration - every 9 weeks.**
- 5. Students and parents will sign an attendance agreement; Presentation to parents and students about the importance of attending school will be given during Open House and throughout the school year.**
- 6. The media specialist will serve as the coordinator with elective teachers and designated support staff to communicate attendance needs**

## Part IV: Positive Culture & Environment

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

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

### Describe how the school addresses building a positive school culture and environment.

Caldwell has established a house system that cultivates a sense of belonging. The house system promotes school spirit and teamwork. It is our desire to nourish and sustain a school culture that extends through our students and staff to our families and the community we serve to develop within our school a sense of belonging, responsibility, respect, and pride. Our houses create for students' opportunities for leadership, mentoring, service projects, and competition through academics and various activities. The Ladies of Caldwell is a leadership club for girls that Embodies integrity, service, kindness, and respect. We will incorporate portions of "The Leader in Me" curriculum to provide a framework for the content used for House assemblies.

Caldwell has a practice of using surveys to get input from our students about student-related issues and incentives; input from staff concerning professional development, opportunities, and more. We also use surveys to get input from our families and community. Caldwell is very active within our community through our Facebook page to not only deliver important news and school information but also highlighting the positive stories of success, the innovative teaching and learning happening across campus. We want to tell stories of accomplishment and collaboration whenever there's an opportunity. This public relations platform allows us to interact with our families and community through posts, comments, and direct messages to ensure all stakeholders have an active voice and we communicate our vision that we grow leaders and learners every day. Every year, Caldwell participates in the Back to School Bash community project sponsored by the City of Auburndale. Our school also creates service projects to give back to the Auburndale community. Previous projects include donating money to the Auburndale Police K-9 Unit, a canned food drive to donate to the local food pantry and writing letters to veterans to show gratitude for their service. The principal is also an active member of the Auburndale Rotary Club. Select community members, parents, and teachers all serve as members of our School Advisory Council (SAC Committee).

Cubby's Closet was developed to help our students and families in need. It is a small room on campus where we keep clothes, jackets, hygiene items, shoes, backpacks with school supplies, and other student needed items. This allows us to meet the needs of families and students that come to us for aid. We have an active PTA and volunteers at our school that is welcome and encouraged to serve our students in areas of need. Our volunteers help with many events, tutoring/mentoring needs, service projects, and help to create a positive impact on student learning.

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

The Principal of the school is an active member of the Rotary club. The Rotary club provided classroom supplies and goodies to teachers every year. Various members of the Rotary club serve on the SAC committee.

The entire leadership team is responsible for promoting positive school culture. Each member is assigned a new teacher to serve as their mentor/ or personal "go-to" person. They are responsible for helping the new teacher/staff member become acclimated to the school.

## 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	\$0.00
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:			\$0.00