

Polk County Public Schools

Carlton Palmore Elementary School



2021-22 Schoolwide Improvement Plan

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Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

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

Demographics

Principal: Brady Draper

Start Date for this Principal: 7/1/2015

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: B (55%) 2017-18: C (51%) 2016-17: B (57%)
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	56%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level.

Provide the school's vision statement.

Carlton Palmore strives to connect students, parents and teachers by creating a "A Learner Today, A Leader Tomorrow."

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
Dardis, Badonna	Principal	<p>The principal provides a common vision for the use of data-based decision-making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. The principal also develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.</p>
Wiggins, Rebecca	Assistant Principal	<p>Assists the principal in providing a common vision for the use of data-based decision making; assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.</p>
Maslyn, Jessica	Teacher, K-12	<p>This position consists of working with students that need enrichment and working with classroom teachers with students that need ACCEL or enrichment. Assisting the leadership team to review school wide data of our enrichment students is one of the responsibilities of this position as well as identifying students that need to be tested for our gifted program.</p>

Name	Position Title	Job Duties and Responsibilities
Paye, Madison	Instructional Coach	Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy and math curriculum for students. Roles and responsibilities include: Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area, assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction, support teachers in planning instruction to meet the needs of all students through differentiated instruction, provide classroom support by observing, modeling, co-teaching and providing specific feedback and provide follow-up support for professional development in the assigned content area.
Padgett, Sara	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. The position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating, and enhancing a program that promotes student achievement. (The objectives of a guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community). The comprehensive developmental school counseling program provides education, prevention, intervention and advocacy.
Miller, Nicole	Instructional Coach	
Hernandez, Lisandra	Teacher, ESE	This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role serves as the LEA (Local Education Agency) representative at staffing meetings 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

Wednesday 7/1/2015, Brady Draper

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.*

2

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

3

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

418

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

7

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

9

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	67	68	60	62	69	59	0	0	0	0	0	0	0	385
Attendance below 90 percent	26	27	22	20	23	20	0	0	0	0	0	0	0	138
One or more suspensions	12	4	6	3	5	12	0	0	0	0	0	0	0	42
Course failure in ELA	6	0	0	1	0	0	0	0	0	0	0	0	0	7
Course failure in Math	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	4	9	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	2	7	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	20	34	14	23	20	0	0	0	0	0	0	0	111

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	9	2	5	14	5	14	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	1	1	0	0	0	0	0	0	0	0	0	4
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 7/21/2021

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	81	65	71	82	60	70	0	0	0	0	0	0	0	429
Attendance below 90 percent	23	13	14	12	6	5	0	0	0	0	0	0	0	73
One or more suspensions	7	10	4	5	9	11	0	0	0	0	0	0	0	46
Course failure in ELA	2	1	0	4	0	0	0	0	0	0	0	0	0	7
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	8	4	14	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	6	4	11	0	0	0	0	0	0	0	21
December STAR ELA	0	0	0	16	9	15	0	0	0	0	0	0	0	40
December STAR Math	0	0	0	11	4	9	0	0	0	0	0	0	0	24

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	4	6	6	15	11	15	0	0	0	0	0	0	0	57

The number of students identified as retainers:

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

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	81	65	71	82	60	70	0	0	0	0	0	0	0	429
Attendance below 90 percent	23	13	14	12	6	5	0	0	0	0	0	0	0	73
One or more suspensions	7	10	4	5	9	11	0	0	0	0	0	0	0	46
Course failure in ELA	2	1	0	4	0	0	0	0	0	0	0	0	0	7
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	8	4	14	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	6	4	11	0	0	0	0	0	0	0	21
December STAR ELA	0	0	0	16	9	15	0	0	0	0	0	0	0	40
December STAR Math	0	0	0	11	4	9	0	0	0	0	0	0	0	24

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	4	6	6	15	11	15	0	0	0	0	0	0	0	57

The number of students identified as retainees:

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

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				60%	51%	57%	53%	50%	56%
ELA Learning Gains				59%	51%	58%	53%	51%	55%
ELA Lowest 25th Percentile				56%	49%	53%	43%	45%	48%
Math Achievement				64%	57%	63%	60%	58%	62%
Math Learning Gains				59%	56%	62%	54%	56%	59%
Math Lowest 25th Percentile				34%	47%	51%	31%	44%	47%
Science Achievement				51%	47%	53%	63%	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	56%	52%	4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	75%	48%	27%	58%	17%
Cohort Comparison		-56%				
05	2021					
	2019	47%	47%	0%	56%	-9%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	56%	12%	62%	6%
Cohort Comparison						
04	2021					
	2019	73%	56%	17%	64%	9%
Cohort Comparison		-68%				
05	2021					
	2019	50%	51%	-1%	60%	-10%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	45%	4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Currently Carlton Palmore Elementary utilizes the Renaissance Learning Assessment Platform for our progress monitoring tool. The progress monitoring data collected for kindergarten through grade 2 in reading is STAR Early Literacy and STAR Math for math progress. The progress monitoring tool implemented in 3rd through 5th grade is STAR ELA for reading and STAR math for math progress.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	64	55
	Economically Disadvantaged	43	65	57
	Students With Disabilities	35	42	39
	English Language Learners		50	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68	71	58
	Economically Disadvantaged	65	64	60
	Students With Disabilities	29	37	29
	English Language Learners	50	50	
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	52	45
	Economically Disadvantaged	35	50	40
	Students With Disabilities	20	27	20
	English Language Learners	29	71	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	50	45
	Economically Disadvantaged	55	52	42
	Students With Disabilities	43	27	39
	English Language Learners	43	43	43

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	58	54
	Economically Disadvantaged	57	48	46
	Students With Disabilities	22	30	25
	English Language Learners	50		50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71	78	49
	Economically Disadvantaged	57	69	45
	Students With Disabilities	22	40	30
	English Language Learners	50	100	50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	53	48
	Economically Disadvantaged	40	37	37
	Students With Disabilities	20	20	13
	English Language Learners	14	43	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	52	40
	Economically Disadvantaged	35	46	27
	Students With Disabilities	29	20	7
	English Language Learners	43	43	43

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	46	62
	Economically Disadvantaged	42	38	56
	Students With Disabilities	13	19	33
	English Language Learners	33	50	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	56	59
	Economically Disadvantaged	42	56	54
	Students With Disabilities	6	31	20
	English Language Learners	33	33	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	53	42	49
	Economically Disadvantaged	47	39	49
	Students With Disabilities	31	25	25
	English Language Learners	53	43	54

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	22		24	22		21				
ELL	33			33							
BLK	30	19		31	25		14				
HSP	37	29		40	36		33				
WHT	67	53		72	58		55				
FRL	40	35		46	44		38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	43	47	34	33	33					
ELL	38			62							
BLK	40	63	67	50	55	47	37				
HSP	62	53		79	70		50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	71	61	42	64	60	20	63				
FRL	52	56	50	61	58	43	48				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	33	38	12	18	19	60				
BLK	28	43	38	36	41	13	15				
HSP	59	50		64	53		68				
WHT	63	62	54	70	61	40	81				
FRL	45	47	36	50	49	28	56				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	35
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	
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	24
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	36
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 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	61
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	41
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?

- SWD Reading proficiency in grade 3 decreased from 30% proficient during the Winter STAR administration to 25% proficient during the Spring STAR administration
- SWD proficiency in grade 4 decreased from 20% during the Fall STAR administration to 13% during the Spring administration
- SWD proficiency in grade 3 STAR Math increased by 8% from the fall (22% proficient) to the spring (30%)
- SWD proficiency in 4th grade STAR Math decreased by 25% from the Fall (29% proficient) to spring (7% proficient)
- SWD proficiency in grade 5 STAR Reading and Math increased by double digits from the Fall (Reading 13% proficient, Math 6% proficient) to the spring administration (Reading 33% proficient, Math 20% proficient)
- Overall student proficiency in 3rd & 4th grade STAR Reading and Math decreased from the Fall to Spring test administration
 - 3rd Reading -8% (62% proficient in Fall to 54% proficient in spring) , 4th Reading -4% (52% proficient in Fall to 48% proficient in Spring)
 - 3rd Math -22% (71% proficient in Fall to 49% proficient in Spring) , 4th Math -2% (42% proficient in Fall to 40% proficient in Spring)
- Overall student proficiency in 5th grade Reading and Math increased from the Fall to the Spring administration
 - Reading +20% (42% proficient in Fall to 62% proficient in Spring)
 - Math +17% (42% proficient in Fall to 59% proficient in Spring)
- 3rd grade Reading FSA increased by 2% from 2018-2019 (56% in 2019 to 58% in 2020)

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

Prior year FSA Data, current FSA data for 3rd grade as well as current STAR data

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

- Lack of collaborative planning for ESE teachers
 - Lack of monitoring of instruction in ESE classrooms/areas
- New actions for the 2021-2022 school year:
- Common planning time facilitated by coaches with ESE teachers just as grade level teachers
 - Monitoring of ESE instruction through targeted walk-throughs by Coaches and administration
 - Additional push-in support for self-contained and resource classes by inclusion teachers/para

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

- Comparing 2019 FSA scores to Spring STAR scores, proficiency increased by 3% (55% in 2019 to 58% Spring 2020)
- 5th grade STAR Reading increased by 20% from the Fall to Spring STAR administration (Reading +20% (42% proficient in Fall to 62% proficient in Spring)
- 5th grade STAR Math increased by 17% between Fall and Spring (42% proficient in Fall to 59% proficient in Spring)
- 5th grade SWD increased by 20% from Fall to Spring on STAR Reading (13% proficient in Fall to 33% proficient in Spring) and 14% on STAR Math (6% proficient in Fall to 20% proficient in Spring)

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

- Reading – implementation of the LLI program with fidelity beginning in December and literature circles for high performing students
- Math – daily fact fluency practice
- Monitoring of MTSS plans and data
- Targeted and purposeful walk-throughs by all leadership team members

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

- Implementation of LLI from the beginning of the year across grade levels (including ESE)
- Monitoring of students performance in literature circles
- Continued monitoring of MTSS plans & data
- Facilitated common planning time with ESE teachers (inclusion, resource, and self-contained)
- Implementation/restructuring of STEM program in grades 1-5

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.

- STEM teachers will make site visits to other STEM schools to observe instruction/tasks
- LLI training for all staff to fine tune implementation to maximize student growth

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

- As teachers observe STEM activities, they will be able to train other staff members on implementation
- LLI materials have already been purchased and all training is online. In addition, as teachers implement and become confident, they can become model classrooms and assist in training new staff members.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Through flexible, differentiated small group instruction we will increase ALL student academic growth in reading and math, with a focus on learning gains for all groups, including the bottom 25% and any subgroup that did not make the ESSA 41% proficiency on the 2021 Reading and Math FSA assessments. Based on our 2020 FSA data for math and reading we improved in gains for math and reading, Therefore, we will continue to monitor and focus on the areas of growth. We noted an increase of 6% in ELA gains and 13% increase in the bottom 25%. We noted an increase of 5% in math gains and an increase of 3% in our bottom 25%. This year we will continue to monitor and give feedback for flexible small grouping. As well as breaking down the Standard into targets and success criteria to lead the small group instruction (LSI).
Measurable Outcome:	Individual students' math and reading standard deficiencies and accelerations will be taught during flexible, differentiated small group instruction to improve their academic knowledge in math and reading to ensure individual academic growth of all students resulting in gains in math and reading in all "gain" cells. Our outcome would be to see a minimal improvement in all FSA cells by 5% or more on the 2022 state assessment and a years worth of growth for 100% of our students from their Fall 2021 to their Spring 2022 progress monitoring assessments in math and reading.
Monitoring:	Coaches and administration will monitor small group lesson plans, student artifacts and addressing data monthly with the teachers during Professional Learning Communities. Observing and monitoring flexible, differentiated small group instruction by administration and coaches with evidence of student learning and student tasks.
Person responsible for monitoring outcome:	Badonna Dardis (badonna.dardis@polk-fl.net)
Evidence-based Strategy:	We will be implementing Fountas and Pinnell Leveled Literacy Intervention (LLI) lessons, along with literacy circles for small group reading instruction. The LLI program focuses on students reading just above their current individual reading level, but with age-appropriate text in order to push them forward towards reading growth. The program is grounded in foundational reading skills, increased complex text, growing academic vocabulary, speaking, and writing grounded in evidence from text, and builds background knowledge for a stronger understanding of all text. Through a daily routine, students are able to focus on the "learning how to read" and then applying what they learn through their reading to the world around them.
Rationale for Evidence-	We will implement the same curriculum for interventions in math but with deeper supports. We will continue the CRA method in small group instruction while assisting students on how to analyze and solve problems. The CRA instructional sequence/ approach provides a graduated, conceptually supported line of work to create meaningful connections among concrete, representational, and abstract levels of understanding. CRA is an intervention for mathematics instruction that research suggests can enhance the mathematics performance of students in a classroom. It is a three-stage learning process where students learn through physical manipulation of concrete objects, followed by learning through pictorial representations of the concrete manipulations, and ending with solving problems using abstract notation.
Evidence-	The rationale is to have purposeful lesson plans based on current academic data (both summative and formative) for each individual student based on each individual student's academic needs. Student deficiencies and needs for acceleration will be met during the

based Strategy: small group instructional time. This time would be used to close any academic gaps and to accelerate each student at their individual level in order to ensure a years worth of growth per student. Progress monitoring will be a tool we implement to see growth our students. We would note that small group is occurring based on data, lesson plans and evidence of student work. Through observations on journey with a close look at small groups we can ensure the goal is being met.

Action Steps to Implement

A specific and set amount of time for small group instruction is allocated on the school-wide schedule in both reading and math. This time is monitored to ensure small group instruction is occurring daily with fidelity.

Person Responsible Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Analyze data and create small groups based on individual student needs, both to close learning gaps or deficiencies and/or to accelerate learning in math and reading.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

Leveled Literacy Intervention (LLI) Professional Development followed by purposeful walk-throughs during implementation of LLI to check for fidelity of use, and specific feedback.

Person Responsible Madison Paye (madison.paye@polk-fl.net)

Professional Development in the CRA method in math, followed by purposeful walk-throughs during implementation to check for fidelity of use, and specific feedback.

Person Responsible Nicole Miller (nicole.miller@polk-fl.net)

Data chats will occur following the three progress monitoring assessments to discuss growth of each individual student, and what is and is not working in small group instruction. Data chats will occur at all levels: administration/coach with teachers and teachers with students.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Feeling safe and valued is important to a child's development. When a school community is characterized by positive relationships between both students and teachers, genuine respect is the norm, students feel they belong, and can excel because they have ownership of their learning and actions. Through the "Leader in Me" initiative, students will continue to learn and implement "The 7 Habits of Happy Kids." This initiative is grounded in developing the whole child and allows students and teachers to build positive relationships while cultivating a classroom and schoolwide culture in which students challenge their own growth, take ownership of their own learning, self-regulate their actions, and continually make deposits into their emotional bank accounts through positive recognition in both academics and behavior. Students will create individual student data notebooks in which they analyze not only their academic performance on progress monitoring measures and set individual learning goals with action steps, they will analyze their monthly PBS and behavior data, develop goals for their future performance, and write action steps to help them achieve those goals. MTSS procedures will be put in place and supports established to help students struggling to meet their behavior goals. As a result during the 2021-2022 school year, we will see a decrease in our office discipline referrals by 5% from the total submitted during the 2020-2021 school year.

Measurable Outcome: Through student data notebooks, setting monthly behavior goals, and implementation of MTSS behavior supports, we will see a 5% decrease in the total number of office referrals submitted and suspensions for the 2021-2022 school year, which will allow for more in-class instructional time for all students.

Monitoring: Student Leadership Notebooks will be reviewed monthly to ensure that all data is being analyzed with students, goals are being set, and action steps are being developed. Teachers will also submit monthly PBS data documenting which students earned participation in the monthly PBS reward. Monthly data chats will be held with teachers to discuss students who are consistently not earning participation in the PBS reward, and MTSS Behavior plans will be developed. MTSS behavior plans will be monitored, reviewed, and adjusted as needed each month to ensure they are being followed with fidelity and students are making progress towards their goals. Monthly discipline data will also be reviewed through data chats with teachers and the schoolwide leadership team.

Person responsible for monitoring outcome: Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Evidence-based Strategy: Evidence of student PBS/behavior data will be tracked through student leadership notebooks. Student notebooks will be monitored by the teacher and administration. School-wide PBS and discipline data will be tracked through an excel spreadsheet that will be monitored by administration. MTSS plans will be implemented by the teacher and monitored by administration.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is to keep students aware of their actions and assist in the development of their responsibility for those actions.

Action Steps to Implement

We will teach the 7-habits and leadership skills to assist students in taking ownership of their learning and actions. We will start with a general overview of all habits in August and then have a focus habit each month.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

Students will track their academic and PBS/behavior data, set goals for themselves, and develop actions steps to achieve those goals.

Person Responsible Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Schoolwide PBS and discipline data will be tracked and reviewed with all stakeholders.

Person Responsible Rebecca Wiggins (rebecca.wiggins@polk-fl.net)

Implementation of MTSS behavior plans will be monitored for fidelity. Data and student performance will be discussed monthly and plans will be adjusted to ensure student success.

Person Responsible Sara Padgett (sara.padgett@polk-fl.net)

Leader in Me professional development will be held for staff members new to CPE to develop their understanding of the 7-habits, student leadership, and student ownership of learning and behavior.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on our 2021 FSA Reading data 50% of our students performed below proficiency. 48% of our students performed at a level 3 and above. Currently on our Fall STAR Reading - progress monitoring tool we are showing that 39% of our students in grades 3-5th are proficient in reading.

Measurable Outcome: Individual students' reading standard deficiencies will be monitored during whole group instruction, then followed by an assessment every 10 days. The 10 day assessments will be broken down by questions based on the standards. Students will then be retaught the non-mastered standards and then given a five question quiz following the re-teach to show mastery of the standards. The outcome would be to see a minimal improvement in all FSA reading cells by 5% or more on the 2022 state assessment and more than a years (1 1/2) worth of growth for 100% of our students below proficiency from their Fall 2021 to their Spring 2022 progress monitoring assessments in reading.

Monitoring: Teachers will be keeping data notebooks showing the break down of questions from the assessment given every 10 days in reading. They will also show in their lesson plans the re-teach materials and then the 5 question quiz to show mastery for each student in currently shown as a level 1 and 2 on the 2021 FSA reading assessment and/or predicted as a level 1 or 2 on the Fall STAR ELA assessment. Administration will have monthly data chats with teachers to discuss the student data and student increased achievement level evidence through the monitoring of teacher data notebooks.

Person responsible for monitoring outcome: Badonna Dardis (badonna.dardis@polk-fl.net)

Evidence-based Strategy: We will implement LLI in grades K-2 and integrate the unmastered standards throughout the leveled text. In grades 3-5 we will use grade level text in small groups and re-teach the unmastered standards in small flexible groups. Test taking strategies and Ruby Payne's reading method will be used during the reteach instruction.

Rationale for Evidence-based Strategy: The rationale is to have purposeful flexible lesson plans based on current academic data (both summative and formative) for each individual student based on each individual student's academic needs exhibited every 10 days based on the Reading Wonders test of taught standards. Student deficiencies will be met through purposeful reteach instruction followed by a 5 question quiz based solely on the standard deficiencies. Progress monitoring (STAR Reading) will be a tool we implement to see growth of our students. We would note that small group is occurring based on data, lesson plans and evidence of student work. Through observations on journey with a close look at unmastered standards and reteaches we can ensure that each reading standard is mastered.

Action Steps to Implement

Set-up a calendar to meet with each teacher individually each month (November and December will be together due to holidays) to go over the 10 day reading tests, progress of students and mastery of standards.

Person Responsible Badonna Dardis (badonna.dardis@polk-fl.net)

Ensure teachers have the correct re-teach materials needed to close the gaps for each standard not mastered by individual students. LLI, A-Z readers, close reading materials, and proper assessments questions on the 5 question quizzes.

Person Responsible Madison Paye (madison.paye@polk-fl.net)

Set a goal that 100% of the students will make 80% or higher on the Reading Wonders 10 day assessment, following the standards taught. This will be displayed by grade level in the hallways to show progression of learning for students and staff.

Person Responsible Madison Paye (madison.paye@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.

When comparing the 2019-2020 school year discipline data for Carlton Palmore Elementary to the elementary school data for the entire state of Florida, Carlton Palmore falls into the high category reporting 1.4 incidents per 100 students; compared to 1.0 incidents per 100 students statewide and 0.7 incidents per student in Polk County.

During the 2019-2020 school year, there were 3 violent incidents reported (battery, physical attack, threat/intimidation), 0 property incidents, and 3 public order incidents (disruption on campus). CPE also reported 51 Out of School suspensions earning the ranking of 1,274 out of 1,395 schools.

Carlton Palmore is a Leader in Me and PBS school. Throughout the upcoming year, we will continue to educate students on the 7 Habits of Happy Kids during Monday Morning Meetings as well as weekly designated Leader in Me time. We will also continue to implement our monthly PBS Leadership events, events that students earn participation in through their daily behavior. During monthly MTSS meetings, teachers will review student discipline data as well as PBS Leadership participation data and work with support staff to develop behavior intervention plans for students who are not meeting school-wide expectations. In addition, as part of students Leadership Notebooks, students will continue to track their academic data, but will also track their behavior data. Each month students will document how many stamps they earned and indicate whether they earned the reward. They will then reflect on their behavior to determine what action steps need to be taken to ensure they are able to participate in PBS Leadership the following month.

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.

Carlton Palmore Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. Every other month beginning in October, a school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter

and is also displayed on the wall in the main entrance to the campus. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "CPE event" that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration every semester. We communicate and build a positive culture through our Facebook page, web-page and Remind App. We also have a SAC committee that meets four times a year. Our SAC committee represents all stakeholder groups making up our school demographics. We maintain a positive culture through the 7-habits of the "Leader in Me" program as we are a "Leader in Me" school. We have a volunteer coordinator that communicates with our parent and community volunteers. Our volunteer coordinator organizes the volunteers to assist with school activities, events and classroom needs.

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

Betsy Weirda is our Leader in Me Coach that meets with the principal and leadership team each year to assist us with moving forward with the Leader in Me program that focuses on the "whole child"; academics, social emotional, culture and leadership. She also assists with parent involvement and conducts parent involvement activities, professional development with our staff once a year and is on call for any needs we may have concerning the implementation of the 7-habits and the Leader in Me program.

The SAC Committee members promote a positive culture by ensuring we have what we need to continue the Leader in Me and they vote on necessary items to promote a positive culture and the whole child. This committee represents the community, teachers, parents and students as their are members on the SAC committee from each group.

Parent and community volunteers assist with keeping the school grounds and physical building beautiful by

assisting with painting murals that represent the "Leader in Me", and our mission and vision, planting flowers, and keeping the principal abreast of any school wide needs that may effect the culture. They constantly donate their time and volunteer where needed to ensure we maintain a positive culture.

Carlton Palmore Elementary staff are important stakeholders in the day to day promotion of a positive culture and environment. It is imperative that they teach the Leader in Me 7-habits to the students and they model the 7-habits. Many of our staff members volunteer their own time to make the environment welcoming by assisting with beautification of not only the campus but we are members of the "Adopt a Road" for the City of Lakeland. We adopted Cleveland Heights Blvd, the road that runs along the front of our campus; therefore, we have a team of all stakeholders and clean this road a few times a year.

Kids-Pack is an organization that provides weekly food packs for our most needy students. This assists with meeting some of our students basic needs so when they come to school they can focus on their academics and being the best student they can possibly be.

Hearth, United Way, Answer the Call and Aladdin Market our community organizations that have adopted Carlton Palmore Elementary and assist with family needs, such as clothing, food, and other essentials that meet family and student basic needs.

Citrus Center Kiwanis of Lakeland provide our students with incentives during the school year. They organize and provide for our A and A/B honor roll "ice cream" socials each 9 weeks based on report card grades. They also donate school supplies and clothing each year for our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00