# Carlton Palmore Elementary School



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# 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 |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2021-22 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** | 2021-22: C (53%) 2018-19: B (55%) 2017-18: C (51%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southwest |
| **Regional Executive Director** | |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * 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.](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) | **2021-22 Title I School** | **2021-22 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 | 52% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | C | | B | B |

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Dardis, Badonna | Principal | The principal provides a common vision for the use of data-based decision–making; models the problem<br>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<br>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<br>communicates with parents regarding school-based MTSS plans and activities. Develops or brokers<br>technology necessary to manage and display data, provides professional development and technical support<br>to teachers and staff regarding data management and graphic display. The principal also develops, leads, and<br>evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically<br>based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while<br>working with district personnel to identify appropriate, evidence-based intervention strategies; assists with<br>whole school screening programs that provide early intervening services for children to be considered "at<br>risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis;<br>participates in the design and delivery of professional development; provides support for assessment and<br>implementation monitoring; and models/coaches teachers in areas that need development in order to<br>better meet student educational needs. |
| Wiggins, Rebecca | Assistant Principal | Assists the principal in providing a common vision for the use of data-based decision making; assists in the<br>development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal<br>in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and<br>participates in professional learning; and communicates with parents concerning MTSS plans and activities.<br>Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans;<br>provides support for intervention fidelity and documentation; assists with professional development for<br>behavior concerns; assists in facilitation of data-based decision making activities. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Miller, Nicole | Instructional Coach | Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated 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. |
| Pierce, Audra | Instructional Coach | Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated literacy 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, |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | prevention, intervention and advocacy. |
| Gramza, Christine | Instructional Media | This position is responsible for managing the schools Media Center. The person in this role manages all library books and the purchase of new library materials. This person works with students to find books that interest them, so they develop a love of reading. This person is also responsible for the schoolwide Accelerated Reader (AR) program, a program which rewards students for reading books and making a passing score on comprehension assessments. |

## Demographic Information

**Principal start date**
Wednesday 7/1/2015, Brady Draper

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

**Number of teachers with a 2022 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**
37

**Total number of students enrolled at the school**
435

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
9

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 77 | 76 | 78 | 69 | 72 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 446 |
| Attendance below 90 percent | 31 | 32 | 33 | 28 | 30 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 |
| One or more suspensions | 100 | 16 | 7 | 12 | 16 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 172 |
| Course failure in ELA | 0 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in Math | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 17 | 16 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 14 | 16 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| Number of students with a substantial reading deficiency | 36 | 34 | 45 | 23 | 12 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 11 | 17 | 23 | 18 | 27 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 5 | 3 | 18 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Students retained two or more times | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

Friday 8/12/2022

**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 | 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 | |

**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 | 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 | |

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 45% | 47% | 56% | | | | 60% | 51% | 57% |
| ELA Learning Gains | 61% | | | | | | 59% | 51% | 58% |
| ELA Lowest 25th Percentile | 58% | | | | | | 56% | 49% | 53% |
| Math Achievement | 52% | 42% | 50% | | | | 64% | 57% | 63% |
| Math Learning Gains | 62% | | | | | | 59% | 56% | 62% |
| Math Lowest 25th Percentile | 45% | | | | | | 34% | 47% | 51% |
| Science Achievement | 46% | 49% | 59% | | | | 51% | 47% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 56% | 52% | 4% | 58% | -2% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 75% | 48% | 27% | 58% | 17% |
| Cohort Comparison | | -56% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 47% | 47% | 0% | 56% | -9% |
| Cohort Comparison | | -75% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 68% | 56% | 12% | 62% | 6% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 73% | 56% | 17% | 64% | 9% |
| Cohort Comparison | | -68% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 50% | 51% | -1% | 60% | -10% |
| Cohort Comparison | | -73% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 49% | 45% | 4% | 53% | -4% |
| Cohort Comparison | | | | | | |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 17 | 54 | 64 | 30 | 42 | 31 | 12 | | | | |
| ELL | 50 | | | 36 | | | | | | | |
| BLK | 23 | 42 | 36 | 33 | 47 | 38 | 24 | | | | |
| HSP | 35 | 70 | 80 | 49 | 67 | 60 | 36 | | | | |
| WHT | 63 | 70 | | 67 | 72 | | 59 | | | | |
| FRL | 39 | 52 | 50 | 42 | 61 | 46 | 35 | | | | |

| 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 | | | | |
| WHT | 71 | 61 | 42 | 64 | 60 | 20 | 63 | | | | |
| FRL | 52 | 56 | 50 | 61 | 58 | 43 | 48 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 53 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 369 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|---|---|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 35 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 57 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 66 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 46 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

Overall, ELA proficiency decreased by 3 points from 2020-2021 to the 2021 - 2022 school year. ELA overall learning gains and ELA learning gains in the bottom 25% increased by double digits from the 2021-2022 FSA assessment. Math achievement increased by 1 point from the 2021-2022 FSA assessment. Math overall learning gains and learning gains in the bottom 25% increased by double digits from the 2021-2022 FSA Assessment. In 2020-2021, the students with disabilities, African American, and Hispanic student subgroups fell below the 40% federal index and were identified for support. In the 2021-2022 school year, Carlton Palmore Hispanic students improved their overall proficiency to a B, placing that subgroup above the 40% threshold. Our students with disabilities and African American students still fell below the 40% threshold in 2021-2022.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

During the 2021-2022 school year, the instructional focus for support was small group instruction to close students learning gaps. Based upon our performance on the FSA, the steps taken to improve small group instruction were successful. Based upon the most recent FSA data, in addition to the implementation of new academic standards in grades 3-5 for both ELA and Math, and a new statewide assessment, our focus will turn to whole group instruction, which will improve the overall proficiency. In addition, we need to provide additional support for our subgroups that are still struggling to improve in proficiency. We increased in our subgroups from the prior year, yet we need to continue with small group practices to continue moving our subgroups, while focusing on good sound whole group instruction and meeting the intent of the standards.

**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 monitoring of instruction in ESE classrooms/inclusion
• Lack of clear expectations for inclusion teachers
New actions for the 2022-2023 school year:
• All inclusion teachers will have common planning time with the grade level teachers they provide services to. This will ensure inclusion teachers know what standards-based instruction they will be supporting
• Monitoring of ESE instruction through targeted walk-throughs by administration
• Additional targeted Reading push-in support for all students in grades 2-5
* Ensure research based materials are being used for our ESE/Tier 3 students.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

English Language Arts:
• ELL students increased proficiency by 17% (33% in 2021 to 50% in 2022)
• Students with Disabilities increased learning gains by 32% (22% in 2021 to 54% in 2022)
• Black students increased learning gains by 23% (19% in 2021 to 42% in 2022)
• Hispanic students increased learning gain by 41% (29% in 2021 to 70% in 2022)
• White students increased learning gains by 17% (53% in 2021 to 70% in 2022)
• Economically disadvantaged students increased learning gains by 17% (35% in 2021-52% in 2022)
Math:
• Students with disabilities increased in overall achievement by 6% (24% in 2021 to 30% in 2022) as well as increasing 20% in learning gains (22% in 2021 to 42% in 2022)
• ELL students increased overall proficiency by 3% (33% in 2021 to 36% in 2022)
• Black students increased overall proficiency by 2% (31% in 2021 to 33% in 2022) as well as increasing learning gains by 22% (25% in 2021 to 47% in 2022)
• Hispanic students increased overall proficiency by 9% (40% in 2021 to 49% in 2022) as well as increasing learning gains by 31% (36% in 2021 to 67% in 2022)
• White students increased learning gains by 14% (58% in 2021 to 72% in 2022)
• Economically disadvantaged students increased learning gains by 17% (44% in 2021 to 61% in 2022)

**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 for all students below a level 3 proficiency on progress monitoring assessments and implementation of literature circles for students performing at a level 4 or higher on progress monitoring assessments
• Math – daily fact fluency practice and implementation of CRA in all lessons
• Monitoring of MTSS plans and data
• Targeted and purposeful walk-throughs by all leadership team members
* RTD groups and spiraling curriculum to check for mastery

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

• Continued implementation of LLI from the beginning of the year across grade levels
• 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)
• Structured support for all inclusion teachers to ensure standards-based support for students with disabilities
• Targeted small group instruction for students in grades 2-5

**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.**

• LLI training for all teachers who will be providing support during intervention small group time
• Learning ARC training for all teachers

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

• LLI materials have already been purchased and all training is online. Teachers who are proficient and strong in implementing this program will be used as model teachers for those new to the program

• The initial learning ARC training has been provided to all instructional staff. Support will continue through collaborative planning.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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| **#1. Instructional Practice specifically relating to B.E.S.T. Standards** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Through standards based, whole group instruction, we will increase ALL student academic achievement in both Reading and Math. Based on our 2021 FSA data, we increased learning gains in both ELA and Math, but our overall proficiency was lower than our historical highest achievements in 2019. With the implementation of the BEST standards in all grades, K-5, as well as the implementation of the FAST progress monitoring assessment, ensuring standards-based instruction that reaches the full intent of the standard is taking place will be a priority. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Our outcomes would be to see an increase in overall proficiency of 5% or more in Reading and Math on the 2022 FAST assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Coaches and administration will plan collaboratively with teachers to break down the BEST standards into learning arcs, and plan lessons and activities that reach the full intent of the standards taught during whole group Reading and Math instruction. In addition, teachers will implement daily Math fact fluency practice and assessment using Reflex, an online fact fluency program. Data and student artifacts will be addressed monthly during Professional Learning Communities to monitor student progress and achievement in both Reading and Math. |
| **Person responsible for monitoring outcome:** | Badonna Dardis (badonna.dardis@polk-fl.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | During collaborative planning, teachers will use the BEST standards Vertical Planning for ELA, the Big M for Math, and the glossary and clarifications for both ELA and Math to build learning arc's that address the full intent of the standard being taught. Once learning arcs are established, teachers will work to develop rigorous lessons that reach the full intent of the standards. In Math, the same strategy will be implemented, along with daily fact fluency practice, to ensure standards-based instruction is taking place. In addition, the CRA method will be used to ensure students develop a deep understanding of the standards and develop the ability to analyze and solve problems. Writing across the |

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| **implemented for this Area of Focus.** | curriculum will continue to be a daily requirement to ensure students solidify their knowledge and understanding of the standards. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The rationale is to have purposeful lessons that provide instruction to the full intent of each standard. Common planning time for each grade level will allow administration and instructional coaches to support teachers in understanding the new BEST standards as well as building learning arcs that address the entirety of each standard. Common planning will include the inclusion teacher who is supporting each grade level to ensure students are receiving standards-based support. Data and student artifacts will be addressed monthly during Professional Learning Communities to monitor student progress and achievement. |

## Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff development on the planning resources needed to build learning arcs and standards based lessons.

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

Common planning time that includes the inclusion teacher supporting the grade level. In addition to a PLC schedule that allows for teachers to analyze data and student artifacts.

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

Staff development on the implementation of Reflex, a daily fact fluency program, as well as monitoring of student performance in the program.

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

| #2. Instructional Practice specifically relating to Small Group Instruction | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Through flexible, differentiated small group instruction we will increase ALL student academic proficiency in Reading and Math. Based on our 2022 FSA data, we improved in gains in both areas, therefore, we will continue to monitor and focus on the areas of growth. This year we will continue to monitor and give feedback for flexible small grouping during both the Reading and Math instructional block. In addition, the master schedule has been redesigned to include an additional hour of intervention and acceleration time each day in Reading. During this intervention/acceleration time, individual student's deficiencies and accelerations will be taught to improve their academic knowledge in Reading. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Our outcome would be to see an improvement of at least 5% in proficiency in both Reading and Math as well as a years worth of growth for 100% of our students form their Fall 2022 progress monitoring to their Spring 2023 progress monitoring assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Coaches and administration will monitor small group lesson plans as well as addressing student artifacts and data during monthly PLC's. In addition, administration will monitor the daily intervention/acceleration lesson plans to ensure all students are being provided instruction that addresses their deficiencies and acceleration needs. |
| **Person responsible for monitoring outcome:** | Badonna Dardis (badonna.dardis@polk-fl.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | We will be implementing Fountas and Pinnell Leveled Literacy Intervention (LLI) lessons, along with literacy circles for small group intervention and acceleration reading instruction. The LLI program focuses on students reading just above their current individual reading level, but with age-appropriate text 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.

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.

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| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | 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 daily small group intervention/acceleration 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.<br>We would note that small group are occurring based on data, lesson plans and evidence of<br>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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A specific and set amount of time for small group instruction along with an additional hour of intervention/ acceleration time is allocated on the school-wide schedule within the instructional block for 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) |
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Analyze data and create small groups based on individual student needs, both to close the learning gaps or deficiencies and/or accelerate learning in math and reading.

| **Person Responsible** | Badonna Dardis (badonna.dardis@polk-fl.net) |
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Leveled Literacy Intervention (LLI) professional development followed by purposeful walk-throughs during implementation of LLI to check for fidelity of use, and provide specific feedback.

| **Person Responsible** | Audra Pierce (audra.pierce@polk-fl.net) |
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Professional development in the CRA method in Math, followed by purposeful walk-throughs during implementation to check for fidelity of use, and provide specific feedback.

| **Person Responsible** | Nicole Miller (nicole.miller@polk-fl.net) |
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Data chats will occur monthly and following progress monitoring assessments to discuss growth of each individual student, and what is and is not working during small group instruction as well as to examine student growth during intervention/acceleration time. Data chats will occur at all levels: administration/ coach with teachers and teachers with students.

| **Person Responsible** | Badonna Dardis (badonna.dardis@polk-fl.net) |
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| #3. Positive Culture and Environment specifically relating to Social Emotional Learning | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | 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. In addition, students' leadership behavior will be recognized through the schoolwide Positive Behavior System (PBS). MTSS procedures will be put in place and supports established to ensure that students struggling with their leadership behavior. As a result, during the 2022-2023 school year, we will see a decrease in our office discipline referrals by 5% from the total submitted during the 2021-2022 year. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Through the "Leader in Me" initiative and the implementation of our schoolwide PBS program, 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: Describe how this Area of Focus will be monitored for the desired outcome.** | Class Dojo will be used to track the schoolwide PBS program. Data will be reviewed, and students will be recognized weekly and quarterly for their behavior and leadership. In addition, weekly Leader in Me instruction will be monitored to ensure students are receiving instruction and being given the opportunity to grow as leaders. Data chats will be held with teachers to discuss students who are consistently not earning participation in the PBS rewards, 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: Describe the evidence-based** | Evidence of student PBS/behavior data will be tracked through Class Dojo. Student performance will be monitored by the teacher and administration. Schoolwide 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. |

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| **strategy being implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The rationale for selecting this strategy is to keep students aware of their actions and assist<br>in the development of their responsibility for those actions. |

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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) |
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Schoolwide PBS data will be tracked through Class Dojo. In addition, discipline data will be tracked and reviewed with all stakeholders.

| **Person Responsible** | Rebecca Wiggins (rebecca.wiggins@polk-fl.net) |
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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) |
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Leader in Me professional development will be held for all staff members at 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) |
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## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

During the 2021-2022 school year, students in grades Kindergarten through 2nd grade ended the year at the percentages below based upon our final progress monitoring assessment.

Kindergarten: 85%
1st grade: 55%
2nd grade: 50%

To continue the growth and performance in Reading in these foundational grades, teachers will work to break down the BEST standards into learning arcs that address the full intent of the standard as well as planning rigorous, standards-based lessons that provide students with instruction to the full intent of the standard. Differentiated, standards based small group reading instruction will take place daily during the ELA instructional block and will be based upon students' performance on Florida Wonders assessments, lesson plans, and evidence of student work. Students will also receive targeted intervention and acceleration each day during a schoolwide intervention and acceleration hour. During this instructional block, students' needs will be met through purposeful instruction based upon individual needs. Students' performance will be monitored through progress monitoring, Florida Wonders assessments, student work samples, and formative assessments.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

During the 2021-2022 school year, students in grades 3rd through 5th grade ended the year at the percentages below based upon our 2022 FSA data:

3rd grade: 32%
4th grade: 54%
5th grade: 47%

To continue the growth and performance in Reading, teachers will work to break down the BEST standards into learning arcs that address the full intent of the standard as well as planning rigorous, standards-based lessons that provide students with instruction to the full intent of each standard. Differentiated, standards based small group reading instruction will take place daily during the ELA instructional block and will be based upon students' performance on Florida Wonders assessments, lesson plans, and evidence of student work. Students will also receive targeted intervention and acceleration each day during a schoolwide intervention and acceleration hour. During this instructional

block, students' needs will be met through purposeful instruction based upon their individual needs. Students performing below a level 3 will participate in daily LLI instruction, a program designed to meet students just above their current individual reading level, but with age-appropriate text to push them forward towards reading growth. Students who are performing above a level 3, will receive accelerated instruction designed to strengthen their understanding and application of Reading standards and skills through participation in literature circles. Student growth and progress will be monitored through progress monitoring data, Florida Wonders assessments, student work samples, and formative assessment data.

**Measurable Outcomes:**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

During the 2021-2022 school year, students in grades Kindergarten through 2nd grade ended the year at the percentages below based upon our final progress monitoring assessment.

Kindergarten: 85%
1st grade: 55%
2nd grade: 50%

Our measurable goal for the 2022-2023 school year would be to see an increase of 5% in overall proficiency in each grade level, as well as a full years worth of growth for 100% of our students from the Fall 2022 progress monitoring assessment to the Spring 2023 progress monitoring assessment.

**Grades 3-5: Measureable Outcome(s)**

During the 2021-2022 school year, students in grades 3rd through 5th grade ended the year at the percentages below based upon our 2022 FSA data:

3rd grade: 32%
4th grade: 54%
5th grade: 47%

Our measurable goal for the 2022-2023 school year would be to see an increase of 5% in overall proficiency in each grade level, as well as a full years worth of growth for 100% of our students from the Fall 2022 progress monitoring assessment to the Spring 2023 progress monitoring assessment.

**Monitoring:**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Coaches and administration will facilitate collaborative planning sessions to ensure learning arcs and lesson meet the full intent of each standard. In addition, coaches and administration will monitor the

implementation of both whole and small group lesson plans, student artifacts and work samples, as well as monitoring performance data monthly during Professional Learning Communities.

**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

Dardis, Badonna, badonna.dardis@polk-fl.net

**Evidence-based Practices/Programs:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will be implementing the Polk County Public Schools adopted Florida Wonders reading series as our base instructional material for grades Kindergarten through 5th. In addition to standards based small group instruction, and daily, targeted small group interventions, grades Kindergarten through 1st grade will implement Smarty Ants, a computer based program that addresses the individual child's zone of proximal development by assessing what the child knows through an interactive assessment.

In grades 2nd through 5th, we will be implementing Fountas and Pinnell Leveled Literacy Intervention (LLI) lessons, along with literacy circles for small group reading instruction. 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. Students will also receive supplemental instruction through the computer based IStation program.

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale is to have purposeful small group lessons that target individual student academic needs. Student deficiencies and need for acceleration will be met during daily intervention and acceleration instruction time. This time will be used to close any academic gaps and to accelerate students at their individual level to ensure one years' worth of growth per student.

**Action Steps to Implement:**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Leveled Literacy Intervention (LLI) professional development followed by purposeful walk-throughs during implementation of LLI to check for fidelity of use, and specific feedback. | Dardis, Badonna, badonna.dardis@polk-fl.net |
| A specific and set amount of time for intervention and acceleration is allocated on the school-wide schedule. Staff members are assigned to each grade level to provide push-in support in conducting LLI small group lessons. | Dardis, Badonna, badonna.dardis@polk-fl.net |

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 September, 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 school culture and environment.**

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 are 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.