

Polk County Public Schools

Carlton Palmore Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD, Lakeland, FL 33803

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Draper, Brady	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.</p> <p>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>
Cella, Camaran	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.</p> <p>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>
Miller, Nicole	Instructional Coach	<p>Responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better</p>

Name	Position Title	Job Duties and Responsibilities
		<p>articulated reading 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.</p>
<p>Padgett, Sara</p>	<p>School Counselor</p>	<p>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.</p>
<p>Gramza, Christine</p>	<p>Instructional Media</p>	<p>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.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All members of the SIP team were consulted on each aspect of the SIP. The SAC team reviewed last years SIP and recommended changes that were discussed by the SIP team. The SIP was discusses during pre-planning week with teachers to discuss academic, behavioral, and cultural goals for the 2023-2024 school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by classroom teachers, literacy coach, leadership team members and Administrators by means of quality daily tasks and formative assessments, walkthroughs and observations as well as conversations with students to ensure benchmarks are known and understood to the fullest extent. Classroom, School, District and State data will be deciphered and consistently to ensure instructional strategies are effective and honed into overall learning and strategically in the highest areas of need.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	19	35	23	32	17	0	0	0	126
One or more suspensions	0	5	12	11	21	16	0	0	0	65
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	15	19	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	15	13	23	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	18	17	26	17	0	0	0	84

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	14	12	36	27	0	0	0	93

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	19	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	32	33	28	30	28	0	0	0	182
One or more suspensions	100	16	7	12	16	21	0	0	0	172
Course failure in ELA	0	4	1	3	0	0	0	0	0	8
Course failure in Math	0	0	1	1	0	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	17	16	26	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	14	16	26	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	36	34	45	23	12	7	0	0	0	157
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	17	23	18	27	29	0	0	0	125

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	32	33	28	30	28	0	0	0	182
One or more suspensions	100	16	7	12	16	21	0	0	0	172
Course failure in ELA	0	4	1	3	0	0	0	0	0	8
Course failure in Math	0	0	1	1	0	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	17	16	26	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	14	16	26	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	36	34	45	23	12	7	0	0	0	157
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	17	23	18	27	29	0	0	0	125

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	45	53	45	47	56	48		
ELA Learning Gains				61			35		
ELA Lowest 25th Percentile				58			23		
Math Achievement*	48	49	59	52	42	50	51		
Math Learning Gains				62			43		
Math Lowest 25th Percentile				45			17		
Science Achievement*	52	41	54	46	49	59	39		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress		54	59				38		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	28	Yes	2	1
HSP	42			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	59			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	43			
AMI				
ASN				
BLK	35	Yes	1	
HSP	57			
MUL				
PAC				
WHT	66			
FRL	46			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			48			52					
SWD	17			29			12				4	
ELL	25			50							2	
AMI												
ASN												
BLK	25			32			36				4	
HSP	41			44			42				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	51			58			73				4	
FRL	36			41			41				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	61	58	52	62	45	46					
SWD	17	54	64	30	42	31	12					
ELL	50			36								
AMI												
ASN												
BLK	23	42	36	33	47	38	24					
HSP	35	70	80	49	67	60	36					
MUL												
PAC												
WHT	63	70		67	72		59					
FRL	39	52	50	42	61	46	35					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	35	23	51	43	17	39					38
SWD	20	22		24	22		21					
ELL	33			33								38
AMI												
ASN												
BLK	30	19		31	25		14					
HSP	37	29		40	36		33					42
MUL												
PAC												
WHT	67	53		72	58		55					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	40	35		46	44		38					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	43%	9%	54%	-2%
04	2023 - Spring	42%	53%	-11%	58%	-16%
03	2023 - Spring	40%	42%	-2%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	51%	-5%	59%	-13%
04	2023 - Spring	46%	56%	-10%	61%	-15%
05	2023 - Spring	55%	44%	11%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	39%	11%	51%	-1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

During the 2022-2023 school year, the instructional focus for support was whole group instruction to close students learning gaps and build upon the new BEST Standards. Based upon the most recent FAST Progress Monitoring data, our focus will continue on whole group instruction, specifically in ELA, which will improve the overall proficiency in all areas. In addition, we need to provide additional support for our subgroups, specifically SWD, that are still struggling to improve in proficiency. 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.

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

The Math proficiency declined 3% overall from the prior year. Factors that could have contributed to this decline include: new math benchmarks for 3-5, computerized testing, and resources and training in new benchmarks.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Overall Math proficiency had the greatest gap when compared to the state average, with each grade level averaging 10-15% behind the district. 4th Grade ELA and Math were 15% lower than the state average. The factors that contributed to these trends were new benchmarks for 3-5, lack of clear expectations, lack of monitoring instruction and high quality tasks for students.

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

5th grade Science showed the most improvement with an increase from 2021-2022 to 2022-2023 by 3%. The teachers created hands-on lessons with a focus on spiraling skills, providing an engaging learning environment, and provided high quality instruction to students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major area of concern is attendance. Each grade level has 25 - 50% of students absent 10% or more. The current 4th graders has 52% of students that missed 10%

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

1. Attendance - students need to be at school to learn
2. High quality instruction that is aligned to state benchmarks
3. ESSA Subgroups (SWD)

Area of Focus

(Identified key Area of Focus that addresses the school’s highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through standards based, whole group instruction, we will increase all student academic achievement in both reading and math. Based on the data, both ELA and Math proficiency dropped. With implementation of the BEST standards in K-5 and FAST progress monitoring for the second full year, ensuring that benchmark-aligned instruction is reaching the full intent is 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 an overall proficiency of 5% at the end of PM3 in Reading and Math on the 2023-2024 FAST PM Assessments from the 2022-2023 FAST PM3. Also to show at least 80% Learning Gains in Reading and Math on the FAST PM3 from the 2022-2023 FAST PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Coaches and administrators will plan collaboratively with teachers to use state and district resources to plan lessons and activities that reach the full intent of the benchmarks taught in whole group reading and math instruction. In addition, teachers will implement daily math fact fluency practice and assessment using Reflex, and online fact fluency. Data and student artifacts will be addressed monthly during professional learning communities to monitor student progress in both reading and math. Progress will also be monitored using PM1 and PM2 in ELA and Math of the 2023-2024 school year to track potential gains, make small group plans, and target specific benchmarks.

Person responsible for monitoring outcome:

Brady Draper (brady.draper@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During collaborative planning, teachers will use the BEST standards Vertical Planning Guide for ELA and the Big M for Math to ensure the development of rigorous lessons that reach the full intent of the benchmark. Writing will be implemented across all content areas to ensure students solidify their knowledge and understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 teacher in understand the BEST standards as well as building grade level lesson plans to address that entirety of the benchmarks. Common planning will include the inclusion teacher who is supporting each grade level to ensure students are receiving standards based support. Data and artifacts will be address monthly during PLCs to monitoring student progress and achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 benchmark-aligned lessons.

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

By When: Weekly throughout the year.

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

Person Responsible: Camaran Cella (camaran.cella@polk-fl.net)

By When: Monthly throughout the year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Feeling safe and valued is important to a child's development. When a school community is characterized by positive relationships between both students and teacher, genuine respect is the norm, students feel they belong/want to attend school, 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 attendance, academics and behavior. In addition, students' leadership behavior will be recognized through the schoolwide Positive Behavior System (PBIS). MTSS procedures will be put in place and supports established to ensure that students struggling with their leadership behavior and attendance. As a result, during the 2023-2024 school year, we will see a decrease in our office discipline referrals by 5% from the total submitted during the 2022-2023 year and see an increase in attendance by 5% for each grade level from the 2022-2023 school 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 PBIS program, we will see a 5% decrease in the total number of office referrals submitted and suspensions for the 2023-2024 school year, which will allow for more in class instructional time for all students and see an increase in attendance by 5% for each grade level from the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A school-wide tracking form will be used to track the schoolwide PBIS program and student attendance. Data will be reviewed, and students will be recognized biweekly 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, not in attendance, and MTSS Behavior/Attendance plans will be developed. All MTSS 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/attendance data will also be reviewed through data chats with teachers and the schoolwide leadership team.

Person responsible for monitoring outcome:

Camaran Cella (camaran.cella@polk-fl.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence of student PBIS/behavior data will be tracked through tracking forms. Student performance will be monitored by the teacher and administration. Schoolwide PBIS, attendance, 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Brady Draper (brady.draper@polk-fl.net)

By When: Monthly throughout the year.

Schoolwide PBIS/attendance data will be tracked through tracking forms and FOCUS. In addition, discipline data will be tracked and reviewed with all stakeholders.

Person Responsible: Camaran Cella (camaran.cella@polk-fl.net)

By When: Monthly throughout the year.

Implementation of MTSS attendance/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)

By When: Monthly throughout the year.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on FAST Progress Monitoring data there was a consistent decline in both Black and SWD students when it came to their proficiency level. It has resulted in multiple ESSA groups falling below the 41% mark.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans on increasing student proficiency in ELA for both subgroups by placing more emphasis on MTSS and small group instruction. Each assessment period both groups will increase their proficiency level by five percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will set goals for both Weekly Assessments and FAST Progress Monitoring. They will maintain a folder for teachers to hold data chats that are linked to state benchmarks.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We have certified ESE staff in each grade level coteaching with a general education teacher and pulling more groups. The schedule has been built around our students needs to ensure we are maximizing their instructional time. We have also worked on building relationships with all students to provide a focus of student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our ESE personnel in previous years has been overextended with their case loads. This year the load has been greatly reduced ensuring that students will receive focused grade level instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Hire certified ESE teachers for each grade level to work in conjunction with the general education teacher and academic coaches. Master schedule will include dedicated MTSS times for all classes taught.

Person Responsible: Brady Draper (brady.draper@polk-fl.net)

By When: Before the start of the 2023-2024 school year.

Hold weekly collaborative planning sessions and develop grade level instructional plans using benchmark-aligned tasks to build strong foundational skills. Hold monthly MTSS meetings with ESE & general education teachers. Small group instruction & activities will only be grade level.

Person Responsible: Camaran Cella (camaran.cella@polk-fl.net)

By When: Monthly throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The “Leader in Me” initiative is purchased so 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.

Personnel allocations were distributed to give each grade level an inclusion teacher to ensure support for our SWD students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Instructional Practice related to Reading/ELA is an Area of Focus for based on the rate of proficiency below 50% in 2nd grade. Proficiency was measured using STAR Reading for 2nd grade. The current proficiency rate is 38%. Lack of Reading/ELA proficiency will make progressing successfully incredibly difficult. Students need a strong foundation in reading and writing skills in order to obtain and process knowledge necessary to be a successful student.

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

Instructional Practice related to Reading/ELA is an Area of Focus based on the rate of proficiency below 50% in 3rd-5th grade. Proficiency was measured using FAST ELA data for grades 3-5. The current proficiency rate for each of those grade levels is 41% (3rd grade), 42% (4th grade) and 52% (5th grade). Lack of Reading/ELA proficiency in these grade levels will make progressing successfully incredibly difficult. Students need a strong foundation in reading and writing skills in order to obtain and process knowledge necessary to be a successful student.

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 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 Measurable Outcomes

By Spring 2023, 65% of students in Kindergarten-2nd grade will fall within the proficient range on the state progress monitoring system. This goal was chosen because 75% of students in KG and 57% of students in 1st grade ended the year proficient (PR of 50% or higher) measured with STAR Early Literacy/Reading. Our goal is to maintain that level of proficiency as they role up to the next grade level. These measurable outcomes were chosen by maintaining the kindergarten cohort and increasing the 1st grade cohort of Spring 2022 proficiency by 5%.

Grades 3-5 Measurable Outcomes

By Spring of 2023, we intend to increase proficiency in grades 3-5 as follows:

3rd Grade: increase from 41%-46% proficient

4th Grade: 42%-47% proficient

5th Grade: 52%-57% proficient

These measurable outcomes were chosen by increasing the cohorts Spring 2022 proficiency by 5%.

Monitoring

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 impact student achievement outcomes.

The Area of Focus will be monitored through walk-throughs from Administration and Instructional Coaches to provide feedback on use of research-based practices, release of work/thinking to students, and quality of instructional tasks. These walk-throughs will occur 3-5 days a week and will be input in a digital platform to identify instructional trends. Administration and Instructional coaches will meet with teachers weekly to provide support in creating benchmark aligned whole group lessons and tasks to ensure they meet state expectations for the standards and benchmarks. Additionally, the leadership team will monitor that groups are being pulled and program being used with fidelity by collecting weekly attendance as well as

formative

and summative data. Data will be collected through a digital platform.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Draper, Brady, brady.draper@polk-fl.net

Evidence-based Practices/Programs

Description:

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. §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?

To address the proficiency rate, we will address the deficits using 2 layers of support for both gaps in foundational literacy skills as well as lack of appropriate grade-level instruction and tasks. First, we will create high-impact, small group instruction utilizing Leveled Literacy Intervention (LLI) Resources from Fountas and Pinnell to fill in skill gaps in reading that are impeding student progress toward ELA proficiency. Groups will be determined through diagnostic assessments. Additionally, we will focus on designing benchmark-aligned instruction in ELA, providing appropriate equivalent experiences that will empower students to be successful on statewide progress monitoring. We will accomplish this piece through the use of the Learning Arc to create a deep understanding for the state benchmarks at each grade-level. We will then use this understanding to design aligned instruction and instructional tasks/practice.

Rationale:

Explain the rationale for selecting 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 evidence-based 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. LLI as a small group resource is recommended from Evidence for ESSA (evidenceforessa.org) for small group instruction. According to the National Reading Panel, systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.

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. Utilizing Learning Arc to ensure state benchmark aligned instruction and instructional tasks was chosen as an Evidence-based Practice/

Program based on The New Teacher Project's Publication, The Opportunity Myth stating that students who start the year substantially behind can gain 7.3 months of growth by providing assignments that are aligned to grade-level standards and expectations.

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
<p>Targeted Intervention utilizing Florida Wonders Tier 2 & Tier 3 Interventions & Leveled Literacy Intervention (LLI) Resources from Fountas and Pinnell.</p> <p>Lighthouse Team - The Lighthouse Team (LT) consisting of the principal, assistant principal, and literacy coach will monitor when LLI will take place in each grade level. The LT will also create schedules for Inclusion Teachers and Instructional Paraeducators to prioritize MTSS/LLI groups in their schedules. Finally, the LLT will create a plan collecting weekly data and monitor the progress of the LLI groups.</p> <p>Literacy Coaching and Professional Learning- Provide ELA teachers, Inclusion teachers, and instructional paraprofessionals with training and continuing professional development in LLI building capacity around literacy skills needed for each level of literacy development.</p> <p>Assessment- Diagnostic benchmark assessments will be administered to determine individual needs in reading including instructional levels and skill deficits. Additionally, Running Records are administered every 4 lessons.</p>	<p>Draper, Brady, brady.draper@polk-fl.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

The SIP process and progress will be disseminated to the staff during pre-planning week to set goals for the 2023-2024 school year. To parents and stakeholders it will be disseminated at the SAC committee meetings and briefly at the Title 1 Open House.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

A monthly newsletter will be electronically sent to families from the school, teachers will communicate via agendas daily to families, multiple family nights, including Multi-Cultural Night, will invite families to the school, and spirit nights at local establishments.

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Built into the master schedule is an additional 30 minutes for each ELA and Math intervention/acceleration where students will focus on skill needed to fill in gaps or accelerate curriculum. Programs such as LLI, CPALMS, and Reflex math will be used during this time to build foundational skills in both ELA and Math.

Collaborative planning will be used to create benchmark-aligned lesson plans (with equivalent experiences) to the full intent of the benchmark to provide students with the learning needed to hit mastery.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Giving every student tiered instruction at their level to build on foundational skills in reading and math provides all students will the opportunity to grow.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

CPE has monthly mental health for all meetings consisting of a mental health facilitator, guidance counselor, principal, and assistant principal. During these meetings any student who is recommended for mental health services is discussed and a plan is put in place. These meetings are held on the second Tuesday of every month.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

CPE is a PBIS and Leader in Me School. Using the foundations of these programs, as well as a behavior interventionist, with a cool down room and a sensory room, students have Tier 1, Tier 2, and Tier 3 behavior models in place.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Each week teachers are invited to PLCs on different topics (some topics may include: Schoology, LLI, Learning Arcs, etc.) with the literacy coach and administration. Bi-monthly data meetings are in place during media times to discuss student data on formative and summative assessments as well as any state level data that may fall during that month. New teachers are invited to programs such a TeachEngage via Polk County School Board to meet and network with other teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school provides Kindergarten Round Up for families to attend to tour the school and learn about kindergarten.

Students also transition in the 2nd semester of preschool to eat once a week in the school cafeteria like kindergarten students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes