

Polk County Public Schools

Walter Caldwell Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

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.

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

Provide the school's vision statement.

At Caldwell Elementary our students will achieve grade level mastery and be empowered to grow physically, socially and emotionally.

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
Ashmore, Kathryn	Principal	
Hyman, Kimberly	Assistant Principal	
Ostberg, John	Instructional Coach	
Corse, Alfred	Assistant Principal	
Atchison, Larry	Dean	
Irwin, Tamesia	Instructional Media	Serves on Leadership Team and Literacy Team
Taylor, Nicole	Instructional Technology	Network Manger
Boyd, Kristin	Teacher, K-12	Classroom Teacher
Howell, Courtney	Teacher, K-12	4th Grade - Math and Reading
King, Tiffany	Reading Coach	

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.

Caldwell is committed to involving all stakeholders in planning for the school improvement plan. At the close of the 22-23 school the leadership team met with each grade level and reviewed FAST and STAR Data as well as the SIP Goals and Strategies. We discussed areas of strength and needs for

improvement. We identified what contributed to growth and identified next steps. From there we presented the data, and action plan at our last SAC meeting

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))

At Caldwell we share the SIP with the staff at the beginning of the school year. During planning and professional development, we review the goals and strategies within the plan to ensure we are moving towards full implementation of the plan. The areas of focus, strategies and action steps are summarized and posted for teachers. We review the SIP monthly during our Leadership Team meetings to monitor our implementation of the plan. Each month we provide our SAC members a brief overview of where we are in the implementation of the plan.

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	66%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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)* Multiracial Students (MUL) 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: C 2018-19: C 2017-18: D
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	55	69	44	50	38	38	0	0	0	294	
One or more suspensions	5	13	9	26	8	23	0	0	0	84	
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	65	28	61	0	0	0	154	
Level 1 on statewide Math assessment	0	0	0	57	28	69	0	0	0	154	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	28	18	70	32	61	0	0	0	226	

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	17	28	18	70	32	61	0	0	0	226

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	1	3	6	33	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	1	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	0	71	47	57	29	430	0	0	0	634	
One or more suspensions	0	10	16	6	7	19	0	0	0	58	
Course failure in ELA	0	10	8	30	5	17	0	0	0	70	
Course failure in Math	0	7	3	20	10	17	0	0	0	57	
Level 1 on statewide ELA assessment	24	0	0	24	15	51	0	0	0	114	
Level 1 on statewide Math assessment	0	0	0	20	31	49	0	0	0	100	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	22	25	67	70	0	0	0	207	

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	0	23	22	25	67	70	0	0	0	207

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	10	31	10	9	0	0	0	65
Students retained two or more times	0	0	0	1	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	0	71	47	57	29	430	0	0	0	634
One or more suspensions	0	10	16	6	7	19	0	0	0	58
Course failure in ELA	0	10	8	30	5	17	0	0	0	70
Course failure in Math	0	7	3	20	10	17	0	0	0	57
Level 1 on statewide ELA assessment	24	0	0	24	15	51	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	20	31	49	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	22	25	67	70	0	0	0	207

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	0	23	22	25	67	70	0	0	0	207

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	10	31	10	9	0	0	0	65
Students retained two or more times	0	0	0	1	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*	35	45	53	39	47	56	31		
ELA Learning Gains				51			27		
ELA Lowest 25th Percentile				24			22		
Math Achievement*	42	49	59	37	42	50	26		
Math Learning Gains				54			15		
Math Lowest 25th Percentile				54			22		
Science Achievement*	35	41	54	34	49	59	34		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	47	54	59	52			42		

** 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)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	98
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	11	Yes	4	4
ELL	29	Yes	3	1
AMI				
ASN				
BLK	26	Yes	2	2
HSP	35	Yes	2	
MUL				
PAC				
WHT	50			
FRL	35	Yes	2	

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	28	Yes	3	3
ELL	33	Yes	2	
AMI				
ASN				
BLK	25	Yes	1	1
HSP	39	Yes	1	
MUL	43			
PAC				
WHT	53			
FRL	39	Yes	1	

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	35			42			35					47
SWD	9			15			4				4	
ELL	20			26			28				5	47
AMI												
ASN												
BLK	23			29			19				5	40
HSP	27			38			32				5	49
MUL												
PAC												
WHT	49			54			46				4	
FRL	30			38			32				5	45

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	39	51	24	37	54	54	34					52
SWD	6	33	35	13	45	50	16					
ELL	26	49	11	21	45	44	20					51
AMI												
ASN												
BLK	19	32	7	24	48		20					
HSP	36	52	21	29	50	50	26					50
MUL	45			40								
PAC												
WHT	54	56	41	52	63	60	42					
FRL	34	47	20	32	54	52	25					49

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	31	27	22	26	15	22	34					42
SWD	7	15		7	15		7					
ELL	25	28		27	20	18	23					42
AMI												
ASN												
BLK	18	26		11	11		19					
HSP	28	26		29	18	20	38					37
MUL												
PAC												
WHT	41	25		31	12		44					
FRL	25	23	24	22	15	24	25					41

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	37%	43%	-6%	54%	-17%
04	2023 - Spring	48%	53%	-5%	58%	-10%
03	2023 - Spring	34%	42%	-8%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	51%	-9%	59%	-17%
04	2023 - Spring	61%	56%	5%	61%	0%
05	2023 - Spring	35%	44%	-9%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	39%	-4%	51%	-16%

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.

In reviewing the data, the lowest performing groups were 3rd Grade ELA and 5th Grade ELA and Math. Contributing factors to 3rd Grade ELA and Math results include students lack of foundational skills, lack of professional development for new teachers as well as insufficient core instruction. Underperforming results in 5th grade ELA and Math are attributed to lack of core instruction, tasks and assessments not fully aligned to benchmark and student discipline.

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

Overall Reading, Math and Science sustained or increased percent proficiency. Reading and Science continue to be an area to increase achievement.

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.

In reviewing the data, the lowest performing groups were 3rd Grade ELA and 5th Grade ELA and Math. Contributing factors to 3rd Grade ELA and Math results include students lack of foundational skills, lack of professional development for new teachers as well as insufficient core instruction. Underperforming

results in 5th grade ELA and Math are attributed to lack of core instruction, tasks and assessments not fully aligned to benchmark and student discipline.

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

Overall the school saw improvement in the area of Math. 3rd grade improved 3%, 4th grade improved 13% and 5th grade improved 14%. 2nd grade STAR math percent proficient was comparable to District average. The positive results can be attributed to effective use of the BIG M to help with planning and identifying student tasks. Strategic use Freckle for re-teaching and acceleration.

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

Two significant areas of concern based on EWS data include:

Attendance - we have a significant number of students in attendance less than 90% of the time

Student discipline - African American males is considerably higher than other subgroups and in turn directly impact proficiency in reading, math and science.

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

For the upcoming school year our highest priorities are:

1. Providing effective standards based instruction through the use of the Learning Arc - including equivalent experiences
2. Attendance - targeting students who are absent 90% or more of the school year
3. Student Discipline - Tier 2 and Tier 3 interventions for African American males

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.

State data was based on the percent of students scoring Level 3 or higher. Several ESSA subgroups fell below the 41%, indicating a need to focus on core/tier 1 instruction.

Measurable Outcome:

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

State data will show a minimum of 3% proficiency increase for ELA and Math proficiency and 10% increase in Science proficiency.

The Hispanic subgroup will show a minimum of 3% increase in the Federal Percent of Points Index.

The Economically Disadvantaged sub group will show a minimum of 3% increase in the Federal Percent of Points Index.

Monitoring:

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

The area of focus will be monitored through: FAST and STAR Progress Monitoring, District assessments, formative and summative assessments, discipline data, attendance data and classroom walk-through data.

Person responsible for monitoring outcome:

Kathryn Ashmore (kathryn.ashmore@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.)

1. Engage teachers in benchmark-aligned planning through the use of the Learning Arc
2. Monitor students engagement in equivalent experiences aligned to state expectations using benchmark-aligned Walkthrough Tool.
3. Develop and utilize data analysis protocol with staff and students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a strong correlation between academic success and ensuring students are able to engage in grade level benchmark expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

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.

Provide differentiated support to grade levels/teachers in relationship to implementation of the Learning Arc. (New hired - modeled and guided support for Steps 1-7. Returning teachers - guided support for steps 5-7)

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

By When: 9/15/23

Leadership team meetings will be alternate weekly to focus on walk-through data collection (Week A) and formative/summative data analysis (Week B)

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

By When: First leadership team meeting following Week A/Week B format will be on August 18th - from there meetings will be week.

Evaluate the correlation between the walkthrough tool data and formative/summative results.

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

By When: Weekly during leadership team meetings

Coaches will collaboratively plan with classroom/ESE teachers on weekly basis using the Learning Arc and analyzing student data.

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

By When: Weekly - starting week of August 21

Administration will training of new instructional coaches on the district walkthrough tool.

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

By When: 9/15/23

Administration will create a calendar of calibration walks with coaches. First 6 calibration walks will be used as training walks for coaches; continue calibration walks until team is at 90-100% consistency before releasing to individual walks

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

By When: 10/15/23

Administration will conduct a minimum of 10 walks a week per administrator, 2 of which being as an admin team.

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

By When: Ongoing - weekly

Administration and instructional coaches will share data from the District Walk-Through tool and observation notes during leadership team meetings.

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

By When: Ongoing - weekly

Schedule data chats with leadership team, classroom teachers and students

Leadership Team - Bi Weekly

Teachers - beginning of year, after each progress monitoring window

Students - after each progress monitoring window

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

By When: 9/1/23

Create staff and student progress monitoring sheet for assessment data. Establish guidelines for collecting and analyzing data.

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

By When: 9/15//23

K-2 Students will utilize data notebooks to monitor their progress. 3-5 students will maintain their data electronically and share data with parents during student led conference nights. Student led conferences will take place after each progress monitoring window

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

By When: Ongoing - minimum quarterly

#2. 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.

Our ESE subgroup is one of the lowest subgroup on the Federal Index. These subgroup historically performs lower than other subgroups.

Measurable Outcome:

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

State data will show a minimum of 13%+ proficiency increase on the Federal Index Point for the ESE subgroup.

Monitoring:

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

The area of focus will be monitored through: FAST and STAR Progress Monitoring, District assessments, formative and summative assessments, discipline data, attendance data and classroom walk-through data.

Person responsible for monitoring outcome:

Kimberly Hyman (kimberly.hyman@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.)

1. Engage ESE teachers/staff in standards-based planning protocol using the Learning Arc Framework.
2. Develop and utilize a school wide MTSS processes that identifies struggling learners, provides specific interventions and monitors the progress of the intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a strong correlation between academic success and ensuring all students, including ESE students, are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for ESE teacher's understanding of the Benchmarks and aligned tasks and assessments. In addition, it is crucial that we streamline and monitor progress of the invention programs and processes we have on campus so students do not fall through the cracks.

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.

Provide modeled, guided planning support for ESE Teachers on utilizing the Learning Arc.

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

By When: 9/1/23

ESE teachers will join PLCs/Planning with grade level teams and participate in planning. We will utilize a Week A and a Week B schedule that will allow the Inclusion teachers to attend various PLCs based on the grade level they serve.

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

By When: 9/1/23

Evaluate the correlation between the planning results, walkthrough tool data, formative/summative assessment data during Leadership Team Meetings.

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

By When: Ongoing - weekly

Admin and guidance will develop a MTSS process flow chart, guidebook, etc. for teachers to assist in understanding tiers/interventions. Admin and guidance will train teachers on Caldwell's MTSS processes/procedures.

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

By When: 9/1/23

Admin, guidance, and coaches will meet monthly with classroom teachers for MTSS data chats. The chat will include discussing the fidelity and effective of interventions being used. Intervention programs include, but are not limited to Corrective Reading, Number Worlds, and Math Racks/Building Math Minds.

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

By When: Ongoing - monthly

Admin and guidance will keep a list of students in tiers or receiving services to monitor their progress and/or their progress in the referral process.

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

By When: Ongoing- every 6 weeks

#3. ESSA Subgroup specifically relating to English Language Learners**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.

Our ESOL subgroup has fallen below the Federal Index point for two consecutive years. This subgroup historically performs lower than other subgroups. If we can strengthen the proficiency of our ESOL students it will in turn directly impact our Hispanic and African American subgroups.

Measurable Outcome:

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

In May, 2024, the Hispanic subgroup will show a minimum of 12% increase in the Federal Percent of Points Index.

Monitoring:

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

The area of focus will be monitored through: FAST and STAR Progress Monitoring, District assessments, formative and summative assessments, discipline data, attendance data and classroom walk-through data

Person responsible for monitoring outcome:

Alfred Corse (alfred.corso@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.)

1. Provide professional development to classroom teachers and ESOL paras on the Ellevate Platform. Show the teachers how they can utilize Ellevate for data analysis, ongoing individualized professional development as well as effective instructional strategies.
2. Strategically group ESOL students based on ACCESS Tiers in order to provide additional instructional support from ESOL paras and classroom teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a strong correlation between academic success and ensuring ESOL students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for ESOL teachers and paras understanding of the Benchmarks and aligned tasks and assessments. In addition, it is crucial that we provide professional development to teachers that will ensure effective instruction and monitoring tools.

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.

Provide classroom teachers and ESOL paras an overview of the Ellevate program.

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

By When: September 15, 2023 - this will be initial overview - specific focus on student data and instructional resources.

Create a professional development pacing calendar for teachers and ESOL paras utilizing the Ellevate program.

Person Responsible: Alfred Corse (alfred.corso@polk-fl.net)

By When: October 1, 2023 - dependent upon it being added to Netconnect and Schoology.

During PLCs utilize Ellevate Strategies to identify instructional resources that correlate to the intent of the benchmark and support English Language development.

Person Responsible: Alfred Corse (alfred.corso@polk-fl.net)

By When: September 29, 2023

During data chats with teachers, review ACCESS data located in Ellevate and create action plan for students.

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

By When: September 29, 2023

Review ACCESS data per grade level. Group students based on ACCESS Tiers. Utilize the grouping of students, schedule the students accordingly (Example - 3 Tier A's in 4th grade - all 3 students would be placed in one teachers classroom)

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

By When: July 28, 2023

Develop ESOL para schedule around tiering and grouping of students. Tier A students will receive ESOL support for a minimum of 40 minutes 4-5 times a week. Tier B students will receive support 3 times a week. Tier C students will receive support 2 times a week.

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

By When: August 21, 2023

#4. 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.

Positive culture and environment has been identified as a crucial need based on our discipline data. During the 22-23 school year there was a total of 528 referrals. The African American subgroup accounted for 248 of those referrals. 47% of office referrals came from sixty-five African American students.

Measurable Outcome:

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

By May, 2024, Caldwell will reduce the total number of office discipline referrals for African American students by 20%.

Monitoring:

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

During bi-weekly Leadership team meetings, the Assistant Principal (Mr. Corso) and the Dean of Students will share discipline data focusing on grade levels, subgroups, teachers and locations. Monthly discipline data will be shared with staff as well as classroom management strategies. Discipline data will be submitted monthly and quarterly to the District.

Person responsible for monitoring outcome:

Alfred Corse (alfred.corso@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.)

1. During monthly school wide House Assemblies, students will receive explicit instruction on the the 7 Habits of Happy Kids by Sean Covey.
2. Administration will Identify Tier 2 and Tier 3 behavior students and provide small group instruction on social and emotional learning through the use of Second Step and A Spot Little Series.
3. Utilize Level Up with 4th Grade students and Learning Leadership Academy for 5th Grade students to reinforce/recognize academics, positive behaviors and social and emotional skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a strong correlation between academic success and positive behavior and social and emotional skills. If we can decrease behavior problems, we will be able to focus on grade level proficiency. In order to increase proficiency, behavior problems have to decrease.

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.

Monthly House Assemblies will be scheduled on early dismissal day. During each House Assembly, we will provide explicit instruction on each of the Happy Habits of Kids. Anchor charts for each habit will be

utilized in classrooms for the teacher to use re-teaching. Students will be recognized and celebrated for effectively using the habit,

Person Responsible: Larry Atchison (larry.atchisonjr@polk-fl.net)

By When: Monthly - August through May

Administration will pull monthly discipline data to identify students who need Tier 2 (3-4 referrals) and Tier 3 (5 or more referrals) interventions. The guidance counselor will pull targeted students in small groups and teach mini social and emotional lessons to students. Discipline data and classroom observations will be used to monitor progress.

Person Responsible: Alfred Corse (alfred.corso@polk-fl.net)

By When: Tier 2 and Tier 3 students will be identified and evaluated monthly. Data collection will occur weekly.

4th grade teachers will recognize a specific student each week who has demonstrated growth academically, behaviorally and/or academically. The student will receive a Level Up shirt and will be recognized in front of their peers. Tier 2 students will be mentored on how he/she can "level up". 5th grade students will participate in monthly lessons focusing on growing as a leader through the development of social and emotional skills. Tier 2 and Tier 3 students will be assigned mentors who will provide specific feedback and support as they practice new skills.

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

By When: May, 2023.

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).

FAST, STAR Early Literacy, Reading and Math, district quarterly assessment data as well as Early Warning System data was used to identify academic and behavioral needs. In order to ensure that we strengthen our Core/Tier 1 Instruction the majority of Title One funding was allocated for instructional coaches. Funding was also allocated for instructional paras to support small group instruction and interventions.

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

73% of kindergarten students scored below a scale score of 852 on STAR Early Lit
 62% of first graders scored below the 50th percentile on STAR Reading
 75% of second graders scored below the 50th percentile on Star Reading.

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

61% of students in grades 3-5 were not on track to score a Level 3 or higher on the statewide, standardized ELA Assessment.
 68% of 3rd graders scored Level 1 or 2 on FAST ELA
 51% of 4th graders were not proficient on FAST ELA.
 64% of 5th graders scored Level 1/2 on FAST ELA.

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

As a results of ELA tiered interventions at least 50% of students will demonstrate proficiency, Level 3 or Higher or 50th percentile or higher on STAR Early Lit/Reading Assessment.

Grades 3-5 Measurable Outcomes

As a result of ELA tiered interventions at least 50% of students will demonstrate proficiency, Level 3 or higher, on the FAST ELA Assessment

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.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ashmore, Kathryn, kathryn.ashmore@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?

Tier 2 and tier 3 interventions will be provided during small group instruction and Power Hour. Substantially deficient students will receive small group instruction with targeted interventions in core content areas. We will be utilizing Fountas and Pinnell Leveled Literacy Interventions, SIPPS and From Phonics to Reading

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 intervention programs selected provides daily, intensive small group instruction that supports foundational skills.

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
Use formative assessments to differentiate instruction for extension and remediation. After each module/unit assessment, provide reaching and re-evaluate utilizing a formative assessment. Use STAR, FAST PM1 and PM 2 and Use I-station Smarty Ants to progress monitor and differentiate instruction for all grade-levels	Ashmore, Kathryn, kathryn.ashmore@polk-fl.net

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.

Caldwell provides several methods of sharing information on SIP, Budget and SWP to stakeholders including but not limited to: school website, Title 1 Notebook in front office, SAC meetings, Annual Parent Meeting/Open House. In sharing this information, we discuss the action steps that are being taken to make it more understandable to stakeholder. This information is shared multiple times throughout the year to give updates on our progress.

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))

The Principal of the school is an active member of the Rotary club. The Rotary club provided classroom supplies and goodies to teachers every year. Various members of the Rotary club serve on the SAC committee. The entire leadership team is responsible for promoting positive school culture. Each member is assigned a new teacher to serve as their mentor/ or personal "go-to" person. They are responsible for helping the new teacher/staff member become acclimated to the school.

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))

Caldwell plans on increasing and strengthening quality instruction through the use of instructional coaches, reading interventionist and paras. The instructional coaches will collaboratively plan with classroom teachers on a weekly basis to ensure effective standards based instruction. Paras will be utilized for small group re-teaching and acceleration. Response to Data (RTD) will be used to provide additional instructional support to our bottom 25th percentile students. Science Club and Book Chats will be utilized to accelerate proficient students.

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))

The School Improvement Plan is developed through administration participating in a variety of professional development opportunities including SIP trainings, Data Cpm, Summer Leadership Training, Youth and Mental Health training. The implementation of the SIP and Title One funds is evaluated through the use of the Comprehensive Needs Assessment.

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))

Caldwell is committed to improving students social and emotional learning of our students through the use of:

Targeted small group skills lessons with the guidance counselor for Tier 2 and Tier 3 behavior students. All staff members are trained in Mental Health Counseling.

During monthly House Assemblies students receive direct instruction in the 7 Habits of Happy kids. 4th and 5th grade students will participate in specialized programs that focus on academic, behavior and social emotional behaviors.

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))

Caldwell participate in transition events with feeder middle schools. 5th graders are participating in a Learning Leadership Academy. The goal of the academy is to reinforce "soft skills" that will help students as they transition to middle school. A portion of the academy will be dedicated to career and technical programs as well as college.

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).

Caldwell is a PBIS school. Students earn points and are rewarded for being kind, exhibiting self-control and being responsible. Monthly discipline data is collected and analyzed. Students qualifying for Tier 2

behavior support are placed on a behavior tracker and participate in a check-in/check out program. Tier 3 students are placed on a behavior tracker with more targeted interventions and receive small group instruction in social skills from the guidance counselor and Dean.

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))

Teachers participate in weekly collaborative planning and PLCs. During collaborative planning the teachers work with instructional coaches to plan standards based instruction and evaluate students progress on formative and summative assessments. Professional development focuses on high yield instructional strategies as well as classroom management tips.

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))

Caldwell utilizes the following strategies to assist preschool children as they transition into Kindergarten: The Book Bus come weekly and provides minilessons and free books for the students. Kindergarten Round Up is held to provide an overview of what students will learn in Kindergarten. When future kindergarten students are enrolled they receive a summer learning book that reinforces basic reading, math and writing skills. Kindergarten Readiness programs are hosted to help students with the transition into school.

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: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$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.

No