

Polk County Public Schools

# Purcell Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

<http://www.polk-fl.net/purcell>

## Demographics

Principal: Myra Richardson

Start Date for this Principal: 6/3/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (43%) 2020-21: (44%) 2018-19: D (34%) 2017-18: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Kati Pearson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Purcell Elementary School is to provide engaging, rigorous, and relevant instruction using research-based curriculum and strategies to bolster success for the students we serve. Our goal is to ensure that Purcell scholars are foundationally prepared to build social and academic success in order to positively contribute to society.

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

Purcell Elementary School will be a premier learning organization. We will educate and cultivate the whole child to become scholars by using standards-driven instruction and high-yield strategies for character and academics that will help our scholars reach their full potential.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Richardson, Myra	Principal	<p>To ensure the safety of all faculty and staff while engaging in academic or social activities at Purcell Elementary.</p> <p>To ensure student achievement by using research based best practices and data driven instructions.</p> <p>To build and cultivate positive relationships in order to improve climate and culture at Purcell Elementary.</p>
Othoson, Erik	Assistant Principal	<p>To maintain faculty and student student safety.</p> <p>To ensure a positive behavioral system is implemented with fidelity at Purcell Elementary.</p> <p>To praise and reward great student achievement and behavior while redirecting undesirable behavior.</p> <p>To build positive relationships with all stakeholders.</p>
McLachlan, Denise	Instructional Coach	<p>This position exists to perform intervention services in literacy for students who are underperforming and at risk of not meeting state standards. In a Title I school, this position may also be responsible for documenting the implementation of the Title I Plan.</p> <p>Commitment is essential to the position for consistency in the educational process. Training and preparation will be afforded to successful candidates. However, this is not intended to preclude an Intervention Teacher from requesting transfers or applying for other opportunities.</p> <p>Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.</p> <p>Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis, when necessary. Tutoring may occur before, during, and/or after school.</p>

Name	Position Title	Job Duties and Responsibilities
Doucette, Christopher	Other	Department Chair To ensure all members of his grade level are prepared for instruction and grade level information is effectively and efficiently disseminated.

**Demographic Information**

**Principal start date**

Friday 6/3/2022, Myra Richardson

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

1

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

3

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

39

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

452

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

7

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

5

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	89	60	89	75	93	0	0	0	0	0	0	0	406
Attendance below 90 percent	0	33	26	21	29	30	0	0	0	0	0	0	0	139
One or more suspensions	0	1	0	3	4	8	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	28	36	27	0	0	0	0	0	0	0	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	32	39	0	0	0	0	0	0	0	107
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

Date this data was collected or last updated  
Wednesday 6/29/2022

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	79	74	89	87	69	0	0	0	0	0	0	0	398
Attendance below 90 percent	0	26	20	20	21	20	0	0	0	0	0	0	0	107
One or more suspensions	0	4	9	7	8	11	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	22	47	35	23	20	0	0	0	0	0	0	0	147

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	9	19	12	19	31	0	0	0	0	0	0	0	90

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	79	74	89	87	69	0	0	0	0	0	0	0	398
Attendance below 90 percent	0	26	20	20	21	20	0	0	0	0	0	0	0	107
One or more suspensions	0	4	9	7	8	11	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	22	47	35	23	20	0	0	0	0	0	0	0	147

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	9	19	12	19	31	0	0	0	0	0	0	0	90

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	47%	56%	33%			34%	51%	57%
ELA Learning Gains	46%	54%	61%	45%			37%	51%	58%
ELA Lowest 25th Percentile	53%	44%	52%	55%			36%	49%	53%
Math Achievement	44%	50%	60%	42%			41%	57%	63%
Math Learning Gains	49%	56%	64%	59%			30%	56%	62%
Math Lowest 25th Percentile	36%	49%	55%	39%			24%	47%	51%
Science Achievement	39%	39%	51%	35%			36%	47%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	30%	48%	-18%	58%	-28%
Cohort Comparison		-36%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	29%	47%	-18%	56%	-27%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	56%	-14%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	54%	56%	-2%	64%	-10%
Cohort Comparison		-42%				
05	2022					
	2019	23%	51%	-28%	60%	-37%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	29	37	26	30	21	14				
ELL	25	40	54	38	51	44	27				
BLK	42	30		42	39		64				
HSP	27	45	60	40	49	46	26				
WHT	48	55	43	50	52	21	44				
FRL	33	43	50	42	48	36	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	2	33	30	14	47		7				
ELL	24	58	63	41	66		42				
BLK	28			41							
HSP	30	55	63	41	61		32				
WHT	38	35		43	59		43				
FRL	25	48	53	36	54	33	29				

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	32	24	26	30	14	25				
ELL	8	17		39	26	27					
BLK	35	40		40	27						
HSP	25	38	64	42	32	21	28				
WHT	39	31	26	42	29	28	39				
FRL	29	39	37	37	31	30	30				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

**English Language Learners**

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Student with disabilities proficiency rate has drastically declined.  
 No ESSA subgroups have reached the 41% proficiency.

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

By subject area:  
 Reading proficiency  
 Science proficiency

By ethnicity:  
 African American students

By subgroup:  
 Students with disabilities  
 FRL

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

Response to data - Teachers will need to engage in consistent, intentional data chats and build instruction around the findings.  
 Alignment - all lessons/activities will need to be based on the (full intent of the) standard to ensure equivalent experiences for all students.

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

ELA overall proficiency  
 Science proficiency

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

Building teacher capacity concerning standards/task alignment

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

Monthly data chats concerning all student for ELA, Math, and Science  
Building teacher efficacy concerning standards aligned tasks/activities  
Building teacher efficacy concerning small group instruction (extension and remediation)

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

District science coach to facilitate face-to-face trainings to build knowledge and interest in STEMscope.  
Understanding the Best tools  
Understanding and navigating CPalms  
MTSS Efficacy

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

Continued monitoring by campus leadership.  
Annual evaluations of effectiveness.  
Data driven financial alignment

### **Areas of Focus**

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

:

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to FSA data, reading proficiency has historically been less than 41%. Science data typically mirrors reading data. Therefore science has been historically low, also. If we improve standards-aligned instruction, we will be able to provide an equivalent experience to all students participating in the state assessment in all content areas.

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

As a result of improved standards-aligned instruction, we will improve the ELA and Science proficiency by 10% and the Math proficiency cell by 5%.

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

This area of focus will be monitored by participating in and collecting data from PLC's and classroom walkthroughs.

**Person responsible for monitoring outcome:**

Myra Richardson (myra.richardson@polk-fl.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Using the district format (Learning Arc), I will ensure that all lessons and activities are standards aligned.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

This strategy has proven results on several schools, inside and outside the district.

**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.

Professionally develop teachers on how to design lessons/tasks/activities aligned to the standard. Plan with teachers to ensure the information they were presented in being implemented with fidelity. To push the thinking of all instructors to ensure they are creating alignment and rigor.

**Person Responsible** Myra Richardson (myra.richardson@polk-fl.net)



**#2. Instructional Practice specifically relating to Small Group Instruction**

<p><b>Area of Focus Description and Rationale:</b>  <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>We experienced regression in three of our learning gain cells. One cell experienced a sharp decline.</p>
<p><b>Measurable Outcome:</b>  <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>As a result of data driven, targeted instruction we will improve the Learning gains cells by 10%.</p>
<p><b>Monitoring:</b>  <b>Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>Teachers will plan data driven lessons/activities/ tasks for students based on their area of deficiency.                  Intentional walkthroughs will be performed during Power Hour and small group instruction time.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Myra Richardson (myra.richardson@polk-fl.net)</p>
<p><b>Evidence-based Strategy:</b>  <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b></p>	<p>MTSS strategies (Progress monitoring -pretest/ posttest) will be implemented during Power hour for remediation.                  Scaffolding and Differentiated instruction will be used during small group to ensure on-grade level success.</p>
<p><b>Rationale for Evidence-based Strategy:</b>  <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b></p>	<p>These strategies ensure individual progress and success, based on the students needs.</p>

**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.

- Communicate my expectations concerning Power Hour and Small group instruction time.
  - Professionally develop teacher on planning and implementing small group instruction.
  - Participate in the planning process of Power Hour and small group instruction.
  - Intentional documentation of planning and walkthroughs from Power Hour and Small Group.
- Person Responsible** Myra Richardson (myra.richardson@polk-fl.net)

**RAISE**

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

**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

RFA for high quality early literacy

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

SRA corrective reading  
Six Minute solutions - Fluency

**Measurable Outcomes:**

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

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

Students will be progress monitored using STAR. Seventy percent of the grade level will grow at least one ZPD by the end of the year. Fifty Percent of the grade level will achieve 12 months growth

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

Students will be progress monitored using STAR. Seventy percent of the grade level will grow at least one ZPD by the end of the year. Fifty Percent of the grade level will achieve 12 months growth

**Monitoring:**

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

Our area of focus will be monitored during Power Hour, STAR and FAST.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Richardson, Myra, myra.richardson@polk-fl.net

**Evidence-based Practices/Programs:**

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The programs are moderate and are comprehensive reading plans.

These programs align to B.E.S.T. however we will be drilling down to the skill.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Yes.

Yes.

**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
Administer progress monitoring (STAR and FAST)	Othoson, Erik, erik.othoson@polk-fl.net
Analyze data from each student to determine deficits	McLachlan, Denise, denise.mclachlan@polk-fl.net
Assign students to a small group for power hour based on skill deficit.	Othoson, Erik, erik.othoson@polk-fl.net

### Positive Culture & Environment

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

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

We are a Positive Behavior Intervention Systems School. We employ strategies to increase positive behavior and decrease inappropriate behaviors

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

##### Core Team Contact Information

- | Name                   | Phone        | Email                            | Role                    |
|------------------------|--------------|----------------------------------|-------------------------|
| Dr. Myra Richardson    | 863-701-1061 | myra.richardson@polk-fl.net      | Principal               |
| Erik Othoson           | 863-701-1061 | erik.othoson@polk-fl.net         | Assistant Principal     |
| Cindy Irvine           | 863-701-1061 | cindy.irvine@polk-fl.net         | Psychologist            |
| Denise McLachlan       | 863-701-1061 | denise.mclachlan@polk-fl.net     | Coach                   |
| Alison Owens           | 863-701-1061 | alison.owens@polk-fl.net         | PBIS Chair              |
| Nancy Valdez           | 863-701-1061 | nancy.valdez@polk-fl.net         | ESE Representative      |
| Abbie Bowen            | 863-701-1061 | abbie.bowen@polk-fl.net          | 1st Representative      |
| Anna Doucette          | 863-701-1061 | anna.doucette@polk-fl.net        | 2nd Representative      |
| Kristy Hasenmeier      | 863-701-1061 | kristin.hasenmeier@polk-fl.net   | 3rd Representative      |
| Michelle Caram-Andruet | 863-701-1061 | michelle.caram-andru@polk-fl.net | 4th Representative      |
| Christopher Doucette   | 863-701-1061 | christopher.doucette@polk-fl.net | 5th Representative      |
| John McClintock        | 863-701-1061 | john.mcclintock@polk-fl.net      | Specials Representative |
| Jennifer Jones         | 863-701-1061 | jennifer.jones01@polk-fl.net     | Specials Representative |