# Laurel Elementary School



# 2015-16 School Improvement Plan

# Laurel Elementary School

### 1851 LAUREL AVE, Poinciana, FL 34759

### http://schools.polk-fl.net/laurellions

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 77% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 88% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | D* | D | C | B |

*\*Preliminary Informational Baseline School Grade*

*Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

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

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Focus | 3 | [Ella Thompson](#) |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

The mission of Laurel Elementary is to provide our students with a high quality education.

**Provide the school's vision statement**

The vision of Laurel Elementary School is to create a school in which a progressive leadership team and involved parents support high performing teachers who utilize a variety of high-yield instructional strategies, teach a rigorous and relevant curriculum, build relationships with students and families, and establish and maintain a safe and orderly environment to maximize student achievement, while nurturing students to become responsible citizens who contribute to the success of their community.

#### School Environment

**Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Laurel Elementary has a diverse staff as well as a diverse student population. This balanced population helps everyone learn and understand the different cultures represented. In addition, activities such as Family Movie Nights, Family Reading Nights, and Family Math Nights are held to build relationships between staff and families.
Students are recognized monthly at Student of the Month celebrations which parents are invited to attend.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

Laurel Elementary is a Positive Behavior Support school. Through this recognizing of positive behavior choices, students are motivated to make positive choices. Students are rewarded with PAWS which may be used weekly at the school PAW store or saved to participate in the monthly celebration. In addition, the school counselor meets with students for conflict resolution and to model appropriate social skills. Our PE coach also teaches students to mediate their own disagreements which has resulted in reduced discipline referrals.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Laurel Elementary is a Positive Behavior Support school. Through this recognizing of positive behavior choices, students are motivated to make positive choices. Students are rewarded with PAWS which may be used weekly at the school PAW store or saved to participate in the monthly celebration. Behavior expectations such as: R.O.A.R. (Respectful, Observe rules, Academic Pride, Responsible); T.A.B.L.E. (Take what you touch, Always use an inside voice, Be sure to listen to the adult in charge, Leave your area clean, Eat using good manners) are in place school wide. These schoolwide expectations ensure that students receive the same message throughout the campus.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

When staff members identify students with social-emotional needs, they are referred to the school counselor. The school counselor will meet with the student (and parent if necessary) to determine what services are needed. Students may be assigned a buddy, check-in check-out system, group counseling, referral to the MTSS team, and/or referred to the mental health counselor.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

A district generated report is compiled monthly listing students who meet the criteria for the early warning system.
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Overage students

**Provide the following data related to the school's early warning system**

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

| Indicator | Grade Level | | | | | Total |
|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | |
| Attendance below 90 percent | 54 | 44 | 35 | 39 | 24 | 196 |
| One or more suspensions | 3 | 1 | 0 | 0 | 2 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | |
| Overage students | 0 | 0 | 1 | 4 | 7 | 12 |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator | Grade Level | | | | | Total |
|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | |
| Students exhibiting two or more indicators | 1 | 1 | 1 | 3 | 1 | 7 |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Parent conferences with teacher and/or administration
Home visits by teacher and/or administration
Social worker home visits
Consistent monitoring of students

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### *PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/201912.

#### *Description*

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Laurel Elementary is located in a rural neighborhood area of Polk County. The closest businesses are located in a neighboring county who support the local schools in that area. Laurel Elementary has established a partnership with a local volunteer group which provides students with needed supplies. In addition, this group stocks a food bank on campus which enables approximately 100 students a week to take home bags of food for the weekend.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

### Membership:

| Name | Title |
| --- | --- |
| Allen, Julia | Principal |
| Blackburn, Jennifer | Assistant Principal |
| Albritton, Shawn | Instructional Coach |
| Larrousse, Peter | Instructional Coach |
| Haber, Sandra | Guidance Counselor |
| Martinez, Maribel | Psychologist |
| Cheatom, Lisa | Dean |

### Duties

#### *Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making*

Julia Allen - Principal: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning.
Jennifer Blackburn – Assistant Principal
Facilitates and supports data collection activities; assists in data analysis; provides professional

development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Sandra Haber – Guidance Counselor

Identifies systematic patterns of student need 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; and provides support for assessment and implementation monitoring.

Maribel Martinez-Perez - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Shawn Albritton - Literacy Coach: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Peter Larrousse - Math Coach: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Lisa Cheatom - Dean: Identifies systematic patterns of student need 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;" provides teachers with strategies for management of student conduct; participates in the design and delivery of professional development.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS team is a part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

-Review school-wide, grade level, and teacher data to problem solve, needed interventions on a systematic level, and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

-Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.

-Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

-Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

-Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out interventions plans.

Title I, Part A

Title I, Part A funds school-wide services to Laurel Elementary. The Title I funds provide

supplemental instructional resources and interventons for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Laurel Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Student siwll be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of the high need students and provide or coordinate supplemental academic support. Migrant Home-School Liasons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensre the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Laurel Elementary are used to pay teacher salaries for collaborative planning after school.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Laurel Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence revention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is not a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

## School Advisory Council (SAC)

### Membership:

| Name | Stakeholder Group |
|------|-------------------|
| Julia Allen | Principal |
| Shawn Albritton | Teacher |
| Denise Baptiste | Teacher |
| Ashmara Blake | Parent |
| Christopher Walker | Business/Community |
| Trisha Clark | Teacher |
| Lizbeth Matos | Education Support Employee |
| Evangeline Harvey | Education Support Employee |
| Sonia Sotomayor | Parent |
| Wiliiam DeJesus | Parent |
| Jennifer Rosario | Parent |
| Maribel Veloz | Parent |
| Lucirine Enrique | Parent |
| Antonio Rosario | Parent |
| Antonio Rosario | Parent |
| Nathaly Cruz | Parent |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The school advisory council will review the 2013 - 14 SIP plan at the November meeting. The results from last year's FCAT assessments will be compared with the School Improvement Plan to determine the effectiveness of the strategies.

*Development of this school improvement plan*

SAC members review and approve the School Improvement Plan. Throughout the year, the SAC provides input and ideas to help develop and revise the SIP. Data from ongoing assessments is analyzed to determine the effectiveness of the strategies listed.

*Preparation of the school's annual budget and plan*

The School Advisory Council discusses goals of the school in relationship to the school improvement plan, needed resources, and available funds. The proposed expenditures are then discussed and approved.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

NA

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

| Name | Title |
|---|---|
| Allen, Julia | Principal |
| Blackburn, Jennifer | Assistant Principal |
| Albritton, Shawn | Teacher, K-12 |
| Clark, Trisha | Teacher, K-12 |

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year will be: unpacking the FL Standards, increase teacher usage of data to drive instruction, analysis of FAIR Assessment Data to identify areas of academic weakness for remediation, analysis of classroom data to identify areas of academic weakness for remediation, provide an additional hour of reading instruction daily.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All teachers are provided with common planning time. In addition, administration and coaches meet with the teachers to facilitate collegial planning. Collaborative planning occurs at the following times:
KG - 8:50 - 9:40 - Tuesday
1st - 9:55 - 10:45 - Tuesday
2nd - 12:05 - 12:55 - Tuesday
3rd - 2:00 - 2:50 - Tuesday.
4th - 1:00 - 1:50 - Tuesday
Teachers also meet with administration and coaches on Thursdays of each week for PD and looking at student data.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Utilize the district's Recruitment and Hiring System - Principal and Assistant Principal
2. Partnering new teachers with veteran teachers - Principal, Assistant Principal, Coaches
3. Mutli-tiered systems of support for teachers - Principal, Assistant Principal, Coaches
4. Collaborative teams supported by administration which meet weekly for team planning - Principal, Assistant Principal, Coaches
5. Professional development - Principal, Assistant Principal, Coaches

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Beginning teachers and teachers new to the school are assigned to an experienced teacher who serves as a collaborative resource. PD is offered based on teacher survey of needs. Additionally, new teachers participate in the Teacher Induction Program Seminar provided by the district.

## Ambitious Instruction and Learning

**Instructional Programs and Strategies**

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Reading Wonders is the district approved reading series and Go Math, the approved math series. District created learning maps as well as CPALMS will be utilized to ensure grade level standards are being taught. Teachers will be provided professional development in unpacking the standards as well as creating an instructional framework to ensure that instruction is aligned with the standards. In addition, administration and coaches facilitate planning with the teachers to ensure that instruction is aligned to the standards.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

A variety of data is collected and analyzed by the instructional, such as weekly assessments, FAIR, previous FCAT scores, ongoing assessments, and progress monitoring. This data is used to assist in the MTSS process for providing support and differentiation for students. Small group instruction is based on students performance on formative and summative assessments and changes frequently.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 2,400

.At-risk students will be provided after-school tutoring in reading and math. Students will receive two hours of additional instruction, in each subject, for ten weeks.

***Strategy Rationale***

Many students need additional support to be successful with the new standards.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Blackburn, Jennifer, jennifer.blackburn@polk-fl.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Pretests and posttests will be administered to determine effectiveness of the tutoring. The data will be analyzed to determine the percent of students making gains.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Power Hour, an extra hour of intensive literacy instruction, focused on teaching students at their instructional level will take place during the extended school day.

### *Strategy Rationale*

On the 2014 FCAT 2.0 Reading Assessment, 58% of Laurel Elementary 3rd, 4th, and 5th graders were not proficient. This extra hour of instruction will take place during the instructional day.

### *Strategy Purpose(s)*

- Core Academic Instruction

### *Person(s) responsible for monitoring implementation of the strategy*
Allen, Julia, julia.allen@polk-fl.net
### *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

FAIR and iStation ongoing assessment data will be collected to analyze student growth and achievement.

## Student Transition and Readiness

### PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### *Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another*

Laurel Elementary has School Readiness, Voluntary PreK, ESE, and Head Start Pre-K classes. In the spring of each year, Laurel does early registration and parents are provided with backpacks filled with manipulatives, books, and other items to prepare students for kindergarten. In order to determine readiness rates of transitioning PreK students to kindergarten, Laurel uses a variety of readiness tools within the first thirty days of school. These include: FLKRS, FAIR, teacher made assessments, and teacher observation. The kindergarten teachers administer these assessments. As a result of these screening, the kindergarten teachers and administration are able to target specific needs for intervention. The Assistant Principal is available as a resource to provide feedback on reading test results and to recommend instructional strategies. In addition, during May of each year, PreK students visit the KG classrooms to become familiar with the KG classroom.

### College and Career Readiness

### *Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

NA

### *Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs*

NA

### *Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

NA

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

NA

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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**Problem Identification Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

# School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

## Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

1 = Problem Solving Step          S123456 = Quick Key

## Strategic Goals Summary

**G1.**     Through the use common planning, monitoring of instruction, and effective coaching, teachers will deliver rigorous and engaging lessons that focus on standards based instruction which will increase student achievement during the 2015-16 school year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Through the use common planning, monitoring of instruction, and effective coaching, teachers will deliver rigorous and engaging lessons that focus on standards based instruction which will increase student achievement during the 2015-16 school year. 1a

🔍 G073311

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 69.0 |
| AMO Reading - All Students | 70.0 |
| FSA English Language Arts - Achievement | 52.0 |
| FSA Mathematics - Achievement | 41.0 |
| AMO Math - All Students | 69.0 |
| Math Gains | 48.0 |
| ELA/Reading Gains | 67.0 |
| Math Lowest 25% Gains | 64.0 |
| ELA/Reading Lowest 25% Gains | 63.0 |

## Resources Available to Support the Goal 2

- coaches (math and ELA)
- professional development and training in ELA and Math
- MTSS
- Reading Wonders
- technology (SmartBoards, Airliners, Senteos, Document Cameras, Lightspeed, Student Computers)
- LLI
- PBS
- WBT
- bby math resources
- Thinking Maps
- Kagan
- LFS
- Professional library books
- Accelerated reader
- Rocket Math
- FAIR-FS
- iStation
- Go Math Common Core and Think Central
- interventionists
- IMPROVE
- Achieve 3000

- Wonderworks

**Targeted Barriers to Achieving the Goal** `3`

- lack of collaborative planning

- instruction and assessments do not align

- no system for data collection and data analysis

- lack of systematic support for teachers

**Plan to Monitor Progress Toward G1.** `8`

ELA assessments, lesson plan analysis, student work samples, and classroom walkthrough data

**Person Responsible**
Julia Allen

**Schedule**
Biweekly, from 8/25/2015 to 5/31/2016

***Evidence of Completion***
assessments, lesson plans, student work samples, and classroom observations

**Plan to Monitor Progress Toward G1.** `8`

Math assessments, lesson plan analysis, student work samples, and classroom walkthrough data

**Person Responsible**
Jennifer Blackburn

**Schedule**
Biweekly, from 8/27/2015 to 6/2/2016

***Evidence of Completion***
assessments, lesson plans, student work samples, and classroom observations

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal     **B =** Barrier     **S** = Strategy

`1` = Problem Solving Step     🔑 `S123456` = Quick Key

**G1.** Through the use common planning, monitoring of instruction, and effective coaching, teachers will deliver rigorous and engaging lessons that focus on standards based instruction which will increase student achievement during the 2015-16 school year. `1`

🔑 G073311

**G1.B1** lack of collaborative planning `2`

🔑 B191578

**G1.B1.S1** The leadership team will facilitate collaborative planning. `4`

🔑 S203038

### Strategy Rationale

If the leadership team facilitates collaborative planning, then engaging and rigorous lessons will be implemented.

### Action Step 1 `5`

If the literacy coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.

#### Person Responsible

Shawn Albritton

#### Schedule

Weekly, from 8/25/2015 to 5/31/2016

#### *Evidence of Completion*

Lesson plans, wiki responses, student work samples, and classroom observations

## Action Step 2  5

If the math coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.

### Person Responsible

Peter Larrousse

### Schedule

Weekly, from 8/27/2015 to 6/2/2016

### *Evidence of Completion*

Lesson plans, wiki responses, student work samples, and classroom observations

## Plan to Monitor Fidelity of Implementation of G1.B1.S1  6

Administration will monitor the collaborative planning that is facilitated by the literacy coach

### Person Responsible

Julia Allen

### Schedule

Weekly, from 8/25/2015 to 5/31/2016

### *Evidence of Completion*

Lesson plans, wiki responses, student work samples, classroom observations

## Plan to Monitor Fidelity of Implementation of G1.B1.S1  6

Administration will monitor the collaborative planning that is facilitated by the math coach

### Person Responsible

Jennifer Blackburn

### Schedule

Weekly, from 8/27/2015 to 6/2/2016

### *Evidence of Completion*

Lesson plans, wiki responses, student work samples, classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`

The leadership team will review classroom data and other assessments for effectiveness.

### Person Responsible

Shawn Albritton

### Schedule

Monthly, from 9/8/2015 to 5/31/2016

### *Evidence of Completion*

Results on formative and summative assessments showing mastery of standards.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`

The leadership team will review classroom data and other assessments for effectiveness.

### Person Responsible


### Schedule


### *Evidence of Completion*

Results on formative and summative assessments showing mastery of standards.

**G1.B10** instruction and assessments do not align  2

B191587

**G1.B10.S1** Teachers will create common assessments that are based on the standards and utilize the test item specs when creating the assessments.  4

S203058

### Strategy Rationale

If assessments are aligned with the standards, then student achievement will be increased.

### Action Step 1  5

The literacy coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.

#### Person Responsible

Shawn Albritton

#### Schedule

Monthly, from 9/30/2014 to 5/26/2016

#### *Evidence of Completion*

selected assessments

### Action Step 2  5

Create a monitoring schedule focused on ELA and Math standards based instruction

#### Person Responsible

Julia Allen

#### Schedule

Weekly, from 9/8/2015 to 6/6/2016

#### *Evidence of Completion*

Weekly observation schedule

## Action Step 3 `5`

The math coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.

### Person Responsible

Peter Larrousse

### Schedule

Monthly, from 10/1/2015 to 6/2/2016

### *Evidence of Completion*

selected assessments

## Plan to Monitor Fidelity of Implementation of G1.B10.S1 `6`

The selection of ELA assessments will be analyzed for alignment with the standards.

### Person Responsible

Shawn Albritton

### Schedule

Monthly, from 10/1/2015 to 6/2/2016

### *Evidence of Completion*

Standards based assessments

## Plan to Monitor Fidelity of Implementation of G1.B10.S1 `6`

The selection of Math assessments will be analyzed for alignment with the standards.

### Person Responsible

### Schedule

Monthly, from 9/29/2015 to 5/26/2016

### *Evidence of Completion*

Lesson plans, assessments, coaches log, and walkthrough data

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** `6`

Leadership meetings to determine coaching needs based on walkthrough data.

**Person Responsible**

Julia Allen

**Schedule**

Biweekly, from 9/18/2015 to 5/27/2016

*Evidence of Completion*

Coaching cycle documentation and classroom observations.

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** `7`

Assessments and lesson plans will be analyzed for alignment, classroom walkthroughs, collaborative discussions

**Person Responsible**

Julia Allen

**Schedule**

Biweekly, from 9/14/2015 to 5/26/2016

*Evidence of Completion*

Assessments, lesson plans, classroom walkthrough data

**G1.B11** no system for data collection and data analysis 2

🔧 B191588

**G1.B11.S1** The leadership team and the teachers will create a schedule for collecting and analyzing data after assessments. 4

🔧 S203059

### Strategy Rationale

If data is collected and analyzed after each assessment, then teachers will be better able to plan instruction.

### Action Step 1 5

A system for collecting and analyzing ELA assessment data will be established.

#### Person Responsible

Shawn Albritton

#### Schedule

Every 6 Weeks, from 10/13/2015 to 5/31/2016

#### *Evidence of Completion*

Teachers will complete a data analysis sheet for each Reading Wonders Unit Test to show students' strengths and weaknesses and turn it in to the Literacy Coach within 3 days of completing each assessment. A timeline will also be created that shows when assessments are given and when data will be turned in.

### Action Step 2 5

A system for collecting and analyzing Math assessment data will be established.

#### Person Responsible

Peter Larrousse

#### Schedule

Monthly, from 9/28/2015 to 5/26/2016

#### *Evidence of Completion*

Teachers will complete a data analysis sheet for each Math Module Assessment to show students' strengths and weaknesses and turn it in to the Math Coach within 3 days of completing each assessment. A timeline will also be created that shows when assessments are given and when data will be turned in.

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** `6`

After each assessment, the Literacy Coach and the Leadership team will analyze the data collected.

**Person Responsible**

Shawn Albritton

**Schedule**

Every 6 Weeks, from 10/13/2015 to 5/31/2016

***Evidence of Completion***

Data analysis sheets

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** `6`

After each assessment, the Math Coach and the Leadership team will analyze the data collected.

**Person Responsible**

Peter Larrousse

**Schedule**

Monthly, from 9/28/2015 to 5/26/2016

***Evidence of Completion***

Data analysis sheets

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** `7`

The leadership team will utilize classroom observations and data chats to ensure that data is being used to direct ELA instruction.

**Person Responsible**

Julia Allen

**Schedule**

Every 6 Weeks, from 10/14/2015 to 5/31/2016

***Evidence of Completion***

Results on formative and summative assessments showing mastery of standards.

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

The leadership team will utilize classroom observations and data chats to ensure that data is being used to direct math instruction.

### Person Responsible

Jennifer Blackburn

### Schedule

Monthly, from 9/28/2015 to 5/26/2016

### *Evidence of Completion*

Results on formative and summative assessments showing mastery of standards.

**G1.B12** lack of systematic support for teachers 2

🔑 B191589

**G1.B12.S1** Coaches will provide PD and support for teachers, as determined by data. 4

🔑 S203060

### Strategy Rationale

If teachers are provided with PD and support, then teachers will deliver rigorous and engaging lessons.

**Action Step 1** 5

Analyze data to determine PD and teacher support needs in ELA

### Person Responsible

Shawn Albritton

### Schedule

Weekly, from 9/8/2015 to 5/24/2016

### *Evidence of Completion*

classroom observations, lesson plans, students work samples, coaching cycle notes

**Action Step 2** `5`

Analyze data to determine PD and teacher support needs in Math

### Person Responsible

Peter Larrousse

### Schedule

Weekly, from 9/10/2015 to 5/26/2016

### *Evidence of Completion*

classroom observations, lesson plans, students work samples, coaching cycle notes

## Plan to Monitor Fidelity of Implementation of G1.B12.S1 `6`

Administration will monitor the coaching and PD provided by the literacy coach

### Person Responsible

Julia Allen

### Schedule

Biweekly, from 9/8/2015 to 5/24/2016

### *Evidence of Completion*

coaching cycle notes, observation data, lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B12.S1 `6`

Administration will monitor the coaching and PD provided by the math coach

### Person Responsible

### Schedule

Biweekly, from 9/10/2015 to 5/26/2016

### *Evidence of Completion*

coaching cycle notes, observation data, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B12.S1** `6`

Leadership meetings to determine coaching needs based on walkthrough data.

**Person Responsible**

Julia Allen

**Schedule**

Biweekly, from 9/8/2015 to 5/27/2016

***Evidence of Completion***

Walkthrough data

**Plan to Monitor Effectiveness of Implementation of G1.B12.S1** `7`

The leadership team will review classroom ELA data and other assessments for effectiveness.

**Person Responsible**

Julia Allen

**Schedule**

Biweekly, from 9/14/2015 to 5/23/2016

***Evidence of Completion***

increased student engagement and achievement

**Plan to Monitor Effectiveness of Implementation of G1.B12.S1** `7`

The leadership team will review classroom math data and other assessments for effectiveness.

**Person Responsible**

Peter Larrousse

**Schedule**

Biweekly, from 9/10/2015 to 5/23/2016

***Evidence of Completion***

increased student engagement and achievement

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | If the literacy coach will facilitate collaborative planning, then teachers will deliver standards-based instruction. | Albritton, Shawn | 8/25/2015 | Lesson plans, wiki responses, student work samples, and classroom observations | 5/31/2016 weekly |
| G1.B10.S1.A1 | The literacy coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications. | Albritton, Shawn | 9/30/2014 | selected assessments | 5/26/2016 monthly |
| G1.B11.S1.A1 | A system for collecting and analyzing ELA assessment data will be established. | Albritton, Shawn | 10/13/2015 | Teachers will complete a data analysis sheet for each Reading Wonders Unit Test to show students' strengths and weaknesses and turn it in to the Literacy Coach within 3 days of completing each assessment. A timeline will also be created that shows when assessments are given and when data will be turned in. | 5/31/2016 every-6-weeks |
| G1.B12.S1.A1 | Analyze data to determine PD and teacher support needs in ELA | Albritton, Shawn | 9/8/2015 | classroom observations, lesson plans, students work samples, coaching cycle notes | 5/24/2016 weekly |
| G1.B1.S1.A2 | If the math coach will facilitate collaborative planning, then teachers will deliver standards-based instruction. | Larrousse, Peter | 8/27/2015 | Lesson plans, wiki responses, student work samples, and classroom observations | 6/2/2016 weekly |
| G1.B10.S1.A2 | Create a monitoring schedule focused on ELA and Math standards based instruction | Allen, Julia | 9/8/2015 | Weekly observation schedule | 6/6/2016 weekly |
| G1.B11.S1.A2 | A system for collecting and analyzing Math assessment data will be established. | Larrousse, Peter | 9/28/2015 | Teachers will complete a data analysis sheet for each Math Module Assessment to show students' strengths and weaknesses and turn it in to the Math Coach within 3 days of completing each assessment. A timeline will also be created that shows when assessments are given and when data will be turned in. | 5/26/2016 monthly |
| G1.B12.S1.A2 | Analyze data to determine PD and teacher support needs in Math | Larrousse, Peter | 9/10/2015 | classroom observations, lesson plans, students work samples, coaching cycle notes | 5/26/2016 weekly |
| G1.B10.S1.A3 | The math coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications. | Larrousse, Peter | 10/1/2015 | selected assessments | 6/2/2016 monthly |
| G1.MA1 | ELA assessments, lesson plan analysis, student work samples, and classroom walkthrough data | Allen, Julia | 8/25/2015 | assessments, lesson plans, student work samples, and classroom observations | 5/31/2016 biweekly |
| G1.MA2 | Math assessments, lesson plan analysis, student work samples, and classroom walkthrough data | Blackburn, Jennifer | 8/27/2015 | assessments, lesson plans, student work samples, and classroom observations | 6/2/2016 biweekly |
| G1.B1.S1.MA1 | The leadership team will review classroom data and other assessments for effectiveness. | Albritton, Shawn | 9/8/2015 | Results on formative and summative assessments showing mastery of standards. | 5/31/2016 monthly |
| G1.B1.S1.MA4 | The leadership team will review classroom data and other assessments for effectiveness. | | 9/10/2015 | Results on formative and summative assessments showing mastery of standards. | one-time |
| G1.B1.S1.MA1 | Administration will monitor the collaborative planning that is facilitated by the literacy coach | Allen, Julia | 8/25/2015 | Lesson plans, wiki responses, student work samples, classroom observations | 5/31/2016 weekly |
| G1.B1.S1.MA3 | Administration will monitor the collaborative planning that is facilitated by the math coach | Blackburn, Jennifer | 8/27/2015 | Lesson plans, wiki responses, student work samples, classroom observations | 6/2/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B10.S1.MA1 | Assessments and lesson plans will be analyzed for alignment, classroom walkthroughs, collaborative discussions | Allen, Julia | 9/14/2015 | Assessments, lesson plans, classroom walkthrough data | 5/26/2016 biweekly |
| G1.B10.S1.MA1 | The selection of ELA assessments will be analyzed for alignment with the standards. | Albritton, Shawn | 10/1/2015 | Standards based assessments | 6/2/2016 monthly |
| G1.B10.S1.MA2 | The selection of Math assessments will be analyzed for alignment with the standards. | | 9/29/2015 | Lesson plans, assessments, coaches log, and walkthrough data | 5/26/2016 monthly |
| G1.B10.S1.MA4 | Leadership meetings to determine coaching needs based on walkthrough data. | Allen, Julia | 9/18/2015 | Coaching cycle documentation and classroom observations. | 5/27/2016 biweekly |
| G1.B11.S1.MA1 | The leadership team will utilize classroom observations and data chats to ensure that data is being used to direct ELA instruction. | Allen, Julia | 10/14/2015 | Results on formative and summative assessments showing mastery of standards. | 5/31/2016 every-6-weeks |
| G1.B11.S1.MA4 | The leadership team will utilize classroom observations and data chats to ensure that data is being used to direct math instruction. | Blackburn, Jennifer | 9/28/2015 | Results on formative and summative assessments showing mastery of standards. | 5/26/2016 monthly |
| G1.B11.S1.MA1 | After each assessment, the Literacy Coach and the Leadership team will analyze the data collected. | Albritton, Shawn | 10/13/2015 | Data analysis sheets | 5/31/2016 every-6-weeks |
| G1.B11.S1.MA2 | After each assessment, the Math Coach and the Leadership team will analyze the data collected. | Larrousse, Peter | 9/28/2015 | Data analysis sheets | 5/26/2016 monthly |
| G1.B12.S1.MA1 | The leadership team will review classroom ELA data and other assessments for effectiveness. | Allen, Julia | 9/14/2015 | increased student engagement and achievement | 5/23/2016 biweekly |
| G1.B12.S1.MA4 | The leadership team will review classroom math data and other assessments for effectiveness. | Larrousse, Peter | 9/10/2015 | increased student engagement and achievement | 5/23/2016 biweekly |
| G1.B12.S1.MA1 | Administration will monitor the coaching and PD provided by the literacy coach | Allen, Julia | 9/8/2015 | coaching cycle notes, observation data, lesson plans | 5/24/2016 biweekly |
| G1.B12.S1.MA3 | Administration will monitor the coaching and PD provided by the math coach | | 9/10/2015 | coaching cycle notes, observation data, lesson plans | 5/26/2016 biweekly |
| G1.B12.S1.MA5 | Leadership meetings to determine coaching needs based on walkthrough data. | Allen, Julia | 9/8/2015 | Walkthrough data | 5/27/2016 biweekly |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Through the use common planning, monitoring of instruction, and effective coaching, teachers will deliver rigorous and engaging lessons that focus on standards based instruction which will increase student achievement during the 2015-16 school year.

**G1.B12** lack of systematic support for teachers

**G1.B12.S1** Coaches will provide PD and support for teachers, as determined by data.

**PD Opportunity 1**

Analyze data to determine PD and teacher support needs in ELA

**Facilitator**

Shawn Albritton

**Participants**

classroom teachers

**Schedule**

Weekly, from 9/8/2015 to 5/24/2016

**PD Opportunity 2**

Analyze data to determine PD and teacher support needs in Math

**Facilitator**

Peter Larrousse

**Participants**

classroom teachers

**Schedule**

Weekly, from 9/10/2015 to 5/26/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget

### Budget Data

| 1 | G1.B1.S1.A1 | **If the literacy coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.** | | | | **$2,000.00** |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | Title I Part A | | $2,000.00 |
| | | *Notes: Funding will be used to pay the coach and teachers for afterschool PD.* | | | | |
| 2 | G1.B1.S1.A2 | **If the math coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | Title I Part A | | $2,000.00 |
| | | *Notes: Funding will be used to pay the coach and teachers for afterschool PD.* | | | | |
| 3 | G1.B10.S1.A1 | **The literacy coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.** | | | | **$10,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | Title I Part A | | $10,000.00 |
| | | *Notes: Funding to cover substitutes as needed and for afterschool curriculum development* | | | | |
| 4 | G1.B10.S1.A2 | **Create a monitoring schedule focused on ELA and Math standards based instruction** | | | | **$0.00** |
| 5 | G1.B10.S1.A3 | **The math coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.** | | | | **$10,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | Title I Part A | | $10,000.00 |
| | | *Notes: Funding will be used to pay for substitutes for PD and curriculum development or to pay teachers for afterschool curriculum development.* | | | | |
| 6 | G1.B11.S1.A1 | **A system for collecting and analyzing ELA assessment data will be established.** | | | | **$5,000.00** |

# Budget Data

| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
|---|---|---|---|---|---|---|
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | Title I Part A | | $5,000.00 |
| | | | *Notes: Funding will be used to pay for teachers to meet after school to analyze data to increase student achievement.* | | | |
| 7 | G1.B11.S1.A2 | **A system for collecting and analyzing Math assessment data will be established.** | | | | **$5,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3240 | 120-Classroom Teachers | 1611 - Laurel Elementary School | | | $5,000.00 |
| | | | *Notes: Funding will be used to pay teachers for analyzing data after school.* | | | |
| 8 | G1.B12.S1.A1 | **Analyze data to determine PD and teacher support needs in ELA** | | | | **$0.00** |
| 9 | G1.B12.S1.A2 | **Analyze data to determine PD and teacher support needs in Math** | | | | **$0.00** |
| | | | | | **Total:** | **$34,000.00** |