Laurel Elementary School

2016-17 Schoolwide Improvement Plan

Laurel Elementary School

1851 LAUREL AVE, Poinciana, FL 34759

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	C

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Laurel Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Laurel Elementary is to provide our students with rigorous and relevant educational experiences that will ensure that all students receive a high quality education.

b. 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.

2. School Environment

a. 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.

b. 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. Each month there is a school wide celebration to encourage good behavior. 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.

c. 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. In addition, the school is implementing the CHAMPS classroom management program. The CHAMPS plan is based on the following five principles: Structure your classroom for success; Teach behavioral

expectations to students; Observe and supervise; Interact positively with students; Correct behavior fluently.

d. 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.

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

a. 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

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

1. 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	
Attendance below 90 percent	54	44	35	39	24	0	0	0	0	0	0	0	0	196
One or more suspensions	2	35	12	12	25	0	0	0	0	0	0	0	0	86
Course failure in ELA or Math	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	50	59	0	0	0	0	0	0	0	0	109
Overage students	0	1	2	1	2	0	0	0	0	0	0	0	0	6

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	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	2	3	2	0	0	0	0	0	0	0	0	9

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

See Parental Involvement Plan

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Allen, Julia	Principal
Blackburn, Jennifer	Assistant Principal
Albritton, Shawn	Instructional Coach
Larrousse, Peter	Instructional Coach
Haber, Sandra	School Counselor
Martinez, Maribel	Psychologist

b. Duties

1. 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.

Melinda Kiddle - Behvior Interventionist: Identifies systematic patterns of student behavioral needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" provides teachers with strategies for management of student conduct; participates in the design and delivery of professional development.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Julia Allen	Principal
Shawn Albritton	Teacher
Denise Baptiste	Teacher
Christopher Walker	Business/Community
Trisha Clark	Teacher
Sonia Sotomayor	Parent
Jennifer Rosario	Parent
Lucirine Enrique	Parent
Antonio Rosario	Parent
Yazmin Pelaez	Parent
Ashley McCaskill	Parent
Paula Alvarado	Education Support Employee
Denesse Santos	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The school advisory council will review the 2016 - 17 SIP plan at the November meeting. The results from last year's FSA assessments will be compared with the School Improvement Plan to determine the effectiveness of the strategies.

b. 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.

c. 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.

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

NA

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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 - 9:50 - 10:40 - Tuesday
2nd - 12:00 - 12:50 - 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.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 FSA 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.

2. 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 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 2016-17 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 2016-17 school year. 1a

🔑 G085055

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	75.0
FSA ELA Achievement	48.0
FSA Mathematics Achievement	54.0
AMO Math - All Students	74.0
Math Gains	48.0
ELA/Reading Gains	48.0
Math Lowest 25% Gains	48.0
ELA/Reading Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- lack of collaborative planning

- need for training in effective instructional delivery

- instruction and assessments do not align

- no system for data collection and data analysis

- lack of systematic support for teachers

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. `8`

ELA assessments, lesson plan analysis, student work samples, classroom walkthrough data, student achievement on FSA and EOY assessments

Person Responsible
Julia Allen

Schedule
Monthly, from 8/16/2016 to 5/30/2017

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, classroom walkthrough data, student achievement on FSA and EOY assessments

Person Responsible
Jennifer Blackburn

Schedule
Monthly, from 8/16/2016 to 5/30/2017

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 2016-17 school year. 1

🔑 G085055

G1.B1 lack of collaborative planning 2

🔑 B226232

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

🔑 S238649

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 8/16/2016 to 5/30/2017

Evidence of Completion

Lesson plans, student work samples, assessment data, 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 8/16/2016 to 5/30/2017

Evidence of Completion

Lesson plans, student work samples, assessment data, 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 8/16/2016 to 5/30/2017

Evidence of Completion

Lesson plans, student work samples, student assessment data, 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 8/15/2016 to 5/30/2017

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 8/16/2016 to 5/30/2017

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

Monthly, from 8/16/2016 to 5/30/2017

Evidence of Completion

Results on formative and summative assessments showing mastery of standards.

G1.B2 need for training in effective instructional delivery `2`

🔑 B226233

G1.B2.S3 incorporates checks for understanding throughout the lesson to ensure students are obtaining knowledge and skills to be successful `4`

🔑 S238654

Strategy Rationale

If checks for understanding are incorporated throughout the lesson, student achievement will be increased.

Action Step 1 `5`

Lesson plans will be monitored to ensure that checks for understanding are embedded;

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 9/2/2016 to 5/30/2017

Evidence of Completion

Lesson plans and classroom observations

Action Step 2 `5`

The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction

Person Responsible

Julia Allen

Schedule

Every 6 Weeks, from 11/3/2016 to 4/27/2017

Evidence of Completion

Classroom observations, lesson plans, PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Lesson plans will be monitored to ensure that checks for understanding are embedded;

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 9/2/2016 to 5/30/2017

Evidence of Completion

Lesson plans, classroom observations, student assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Lesson plans will be monitored to ensure that checks for understanding are embedded;

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 9/2/2016 to 5/30/2017

Evidence of Completion

Lesson plans, classroom observations, and student assessments

G1.B2.S6 model higher order thinking strategies, such as forming mental pictures, connecting information to prior knowledge, questioning, creating analogies, clarifying confusing points, inferencing, and/or making/revising predictions. 4

🔑 S238657

Strategy Rationale

Action Step 1 5

Professional development will be provided in using higher order thinking strategies

Person Responsible

Julia Allen

Schedule

Monthly, from 11/3/2016 to 5/30/2017

Evidence of Completion

sign-in sheets, tickets out the door, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S6 6

lesson plans, classroom observations

Person Responsible

Julia Allen

Schedule

Monthly, from 11/10/2016 to 5/25/2017

Evidence of Completion

lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S6 `7`

classroom observations and student conferences

Person Responsible

Jennifer Blackburn

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

classroom observations and student conferences

G1.B2.S7 incorporate collaborative structures and accountable talk throughout the lesson `4`

🔑 S238658

Strategy Rationale

If students are engaged in instruction and talking about what they are learning, student achievement will be increased.

Action Step 1 `5`

The ELA and Math Coach will provide on-going PD in the use of collaborative structures and accountable talk

Person Responsible

Julia Allen

Schedule

Monthly, from 9/15/2016 to 4/27/2017

Evidence of Completion

Lesson plans, classroom observations, sign-in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S7 6

Lesson plans will be checked to ensure that the use of collaborative structures and accountable talk are embedded in instruction.

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 10/7/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S7 7

Classroom observations will be conducted to ensure that collaborative structures and accountable talk are being used during instruction.

Person Responsible

Julia Allen

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Notes from classroom observations, increase in student achievement

G1.B10 instruction and assessments do not align 2

🔑 B226241

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

🔑 S238670

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

Biweekly, from 9/6/2016 to 9/6/2016

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 10/6/2016 to 5/26/2017

Evidence of Completion

Classroom data sheets for ELA and Math

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

Biweekly, from 9/6/2016 to 5/26/2017

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

Biweekly, from 9/8/2016 to 9/8/2016

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

Biweekly, from 9/8/2016 to 9/8/2016

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 9/8/2016 to 9/8/2016

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

🔑 B226242

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

🔑 S238671

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

Monthly, from 10/6/2016 to 5/31/2017

Evidence of Completion

Teachers will complete a data analysis sheet for each common task in ELA to show students' strengths and weaknesses and posted to One Drive within 3 days of completing each assessment.

Action Step 2 5

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

Person Responsible

Peter Larrousse

Schedule

Monthly, from 10/6/2016 to 5/31/2017

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.

Action Step 3 `5`

The ELA and Math Interventionists will use the data to drive their groups for instruction.

Person Responsible

Julia Allen

Schedule

Biweekly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom observations, and student achievement on assessments

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

🔑 B226243

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

🔑 S238672

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 10/13/2016 to 5/26/2017

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 10/13/2016 to 5/26/2017

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 9/6/2016 to 5/30/2017

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 9/6/2016 to 5/26/2017

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 9/6/2016 to 5/26/2017

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 9/8/2016 to 5/26/2017

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 9/8/2016 to 5/26/2017

Evidence of Completion

increased student engagement and achievement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B10.S1.MA1 🔑 M315790	Assessments and lesson plans will be analyzed for alignment, classroom walkthroughs, collaborative...	Allen, Julia	9/14/2015	Assessments, lesson plans, classroom walkthrough data	5/26/2016 biweekly
G1.B11.S1.MA4 🔑 M315795	The leadership team will utilize classroom observations and data chats to ensure that data is being...	Blackburn, Jennifer	9/28/2015	Results on formative and summative assessments showing mastery of standards.	5/26/2016 monthly
G1.B11.S1.MA2 🔑 M315797	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.B11.S1.MA1 🔑 M315794	The leadership team will utilize classroom observations and data chats to ensure that data is being...	Allen, Julia	10/14/2015	Results on formative and summative assessments showing mastery of standards.	5/31/2016 every-6-weeks
G1.B11.S1.MA1 🔑 M315796	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.B10.S1.A1 🔑 A309048	The literacy coach will work with teachers to access, review, and select appropriate assessments...	Albritton, Shawn	9/6/2016	selected assessments	9/6/2016 biweekly
G1.B10.S1.MA1 🔑 M315791	The selection of ELA assessments will be analyzed for alignment with the standards.	Albritton, Shawn	9/8/2016	Standards based assessments	9/8/2016 biweekly
G1.B10.S1.MA2 🔑 M315792	The selection of Math assessments will be analyzed for alignment with the standards.		9/8/2016	Lesson plans, assessments, coaches log, and walkthrough data	9/8/2016 biweekly
G1.B10.S1.MA4 🔑 M315793	Leadership meetings to determine coaching needs based on walkthrough data.	Allen, Julia	9/8/2016	Coaching cycle documentation and classroom observations.	9/8/2016 biweekly
G1.B2.S3.A2 🔑 A309033	The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction	Allen, Julia	11/3/2016	Classroom observations, lesson plans, PLC agendas	4/27/2017 every-6-weeks
G1.B2.S7.A1 🔑 A309036	The ELA and Math Coach will provide on-going PD in the use of collaborative structures and...	Allen, Julia	9/15/2016	Lesson plans, classroom observations, sign-in sheets, agendas	4/27/2017 monthly
G1.B2.S6.MA1 🔑 M315763	lesson plans, classroom observations	Allen, Julia	11/10/2016	lesson plans, classroom observations	5/25/2017 monthly
G1.B10.S1.A2 🔑 A309049	Create a monitoring schedule focused on ELA and Math standards based instruction	Allen, Julia	10/6/2016	Classroom data sheets for ELA and Math	5/26/2017 weekly
G1.B10.S1.A3 🔑 A309050	The math coach will work with teachers to access, review, and select appropriate assessments that...	Larrousse, Peter	9/6/2016	Selected assessments	5/26/2017 biweekly
G1.B12.S1.MA1 🔑 M315798	The leadership team will review classroom ELA data and other assessments for effectiveness.	Allen, Julia	9/8/2016	increased student engagement and achievement	5/26/2017 biweekly
G1.B12.S1.MA4 🔑 M315799	The leadership team will review classroom math data and other assessments for effectiveness.	Larrousse, Peter	9/8/2016	increased student engagement and achievement	5/26/2017 biweekly
G1.B12.S1.MA3 🔑 M315801	Administration will monitor the coaching and PD provided by the math coach		9/6/2016	coaching cycle notes, observation data, lesson plans	5/26/2017 biweekly
G1.B12.S1.MA5 🔑 M315802	Leadership meetings to determine coaching needs based on walkthrough data.	Allen, Julia	9/6/2016	Walkthrough data	5/26/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B12.S1.A1 A309054	Analyze data to determine PD and teacher support needs in ELA	Albritton, Shawn	10/13/2016	classroom observations, lesson plans, students work samples, coaching cycle notes	5/26/2017 weekly
G1.B12.S1.A2 A309055	Analyze data to determine PD and teacher support needs in Math	Larrousse, Peter	10/13/2016	classroom observations, lesson plans, students work samples, coaching cycle notes	5/26/2017 weekly
G1.B2.S6.MA1 M315762	classroom observations and student conferences	Blackburn, Jennifer	11/7/2016	classroom observations and student conferences	5/26/2017 monthly
G1.B2.S7.MA1 M315764	Classroom observations will be conducted to ensure that collaborative structures and accountable...	Allen, Julia	9/19/2016	Notes from classroom observations, increase in student achievement	5/26/2017 weekly
G1.B2.S7.MA1 M315765	Lesson plans will be checked to ensure that the use of collaborative structures and accountable...	Blackburn, Jennifer	10/7/2016	Lesson plans, classroom observations	5/26/2017 weekly
G1.MA1 M315809	ELA assessments, lesson plan analysis, student work samples, classroom walkthrough data, student...	Allen, Julia	8/16/2016	assessments, lesson plans, student work samples, and classroom observations	5/30/2017 monthly
G1.MA2 M315810	Math assessments, lesson plan analysis, student work samples, classroom walkthrough data, student...	Blackburn, Jennifer	8/16/2016	assessments, lesson plans, student work samples, and classroom observations	5/30/2017 monthly
G1.B1.S1.MA1 M315744	The leadership team will review classroom data and other assessments for effectiveness.	Albritton, Shawn	8/16/2016	Results on formative and summative assessments showing mastery of standards.	5/30/2017 monthly
G1.B1.S1.MA4 M315745	The leadership team will review classroom data and other assessments for effectiveness.		8/16/2016	Results on formative and summative assessments showing mastery of standards.	5/30/2017 monthly
G1.B1.S1.MA1 M315746	Administration will monitor the collaborative planning that is facilitated by the literacy coach	Allen, Julia	8/16/2016	Lesson plans, student work samples, student assessment data, classroom observations	5/30/2017 weekly
G1.B1.S1.MA3 M315747	Administration will monitor the collaborative planning that is facilitated by the math coach	Blackburn, Jennifer	8/15/2016	Lesson plans, wiki responses, student work samples, classroom observations	5/30/2017 weekly
G1.B1.S1.A1 A309026	If the literacy coach will facilitate collaborative planning, then teachers will deliver...	Albritton, Shawn	8/16/2016	Lesson plans, student work samples, assessment data, and classroom observations	5/30/2017 weekly
G1.B1.S1.A2 A309027	If the math coach will facilitate collaborative planning, then teachers will deliver...	Larrousse, Peter	8/16/2016	Lesson plans, student work samples, assessment data, and classroom observations	5/30/2017 weekly
G1.B12.S1.MA1 M315800	Administration will monitor the coaching and PD provided by the literacy coach	Allen, Julia	9/6/2016	coaching cycle notes, observation data, lesson plans	5/30/2017 biweekly
G1.B2.S3.MA1 M315756	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	9/2/2016	Lesson plans, classroom observations, and student assessments	5/30/2017 weekly
G1.B2.S3.MA1 M315757	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	9/2/2016	Lesson plans, classroom observations, student assessments	5/30/2017 weekly
G1.B2.S3.A1 A309032	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	9/2/2016	Lesson plans and classroom observations	5/30/2017 weekly
G1.B2.S6.A1 A309035	Professional development will be provided in using higher order thinking strategies	Allen, Julia	11/3/2016	sign-in sheets, tickets out the door, classroom observations	5/30/2017 monthly
G1.B11.S1.A1 A309051	A system for collecting and analyzing ELA assessment data will be established.	Albritton, Shawn	10/6/2016	Teachers will complete a data analysis sheet for each common task in ELA to show students' strengths and weaknesses and posted to One Drive within 3 days of completing each assessment.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B11.S1.A2 🔍 A309052	A system for collecting and analyzing Math assessment data will be established.	Larrousse, Peter	10/6/2016	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.	5/31/2017 monthly
G1.B11.S1.A3 🔍 A309053	The ELA and Math Interventionists will use the data to drive their groups for instruction.	Allen, Julia	10/17/2016	Lesson plans, classroom observations, and student achievement on assessments	6/2/2017 biweekly

V. 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 2016-17 school year.

G1.B2 need for training in effective instructional delivery

G1.B2.S3 incorporates checks for understanding throughout the lesson to ensure students are obtaining knowledge and skills to be successful

PD Opportunity 1

The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction

Facilitator

Shawn Albritton and Peter Larrousse

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 11/3/2016 to 4/27/2017

G1.B2.S6 model higher order thinking strategies, such as forming mental pictures, connecting information to prior knowledge, questioning, creating analogies, clarifying confusing points, inferencing, and/or making/revising predictions.

PD Opportunity 1

Professional development will be provided in using higher order thinking strategies

Facilitator

Shawn Albritton and Peter Larrousse

Participants

teachers

Schedule

Monthly, from 11/3/2016 to 5/30/2017

G1.B2.S7 incorporate collaborative structures and accountable talk throughout the lesson

PD Opportunity 1

The ELA and Math Coach will provide on-going PD in the use of collaborative structures and accountable talk

Facilitator

Shawn Albritton and Peter Larrousse

Participants

Teachers

Schedule

Monthly, from 9/15/2016 to 4/27/2017

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 10/13/2016 to 5/26/2017

PD Opportunity 2

Analyze data to determine PD and teacher support needs in Math

Facilitator

Peter Larrousse

Participants

classroom teachers

Schedule

Weekly, from 10/13/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
	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	2016-17
	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	2016-17
	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	2016-17
	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**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	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	2016-17
	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.B11.S1.A3	**The ELA and Math Interventionists will use the data to drive their groups for instruction.**				**$0.00**
9	G1.B12.S1.A1	**Analyze data to determine PD and teacher support needs in ELA**				**$0.00**
10	G1.B12.S1.A2	**Analyze data to determine PD and teacher support needs in Math**				**$0.00**
11	G1.B2.S3.A1	**Lesson plans will be monitored to ensure that checks for understanding are embedded;**				**$0.00**
12	G1.B2.S3.A2	**The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction**				**$0.00**
13	G1.B2.S6.A1	**Professional development will be provided in using higher order thinking strategies**				**$0.00**
14	G1.B2.S7.A1	**The ELA and Math Coach will provide on-going PD in the use of collaborative structures and accountable talk**				**$0.00**
					Total:	**$34,000.00**