

Polk County Public Schools

Laurel Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	46
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	50

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Laurel Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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. The school staff monitors the school and community demographics and concerns of the community. 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.

Each morning, administrators and staff, greet each child as they arrive on campus. This has helped create positive relationships with the parents as well create a family atmosphere. Bullying prevention is taught and enforced each year. Students are encouraged to report bullying and react appropriately to potential bullying situations. The guidance counselor meets with students in small groups, as well as one-on-one, to teach social skills and anger management. Administrators and staff are also visible during dismissal and can be found saying goodbye and have a great afternoon to students and parents. 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. This year, Laurel Elementary will begin implementing Conscious Discipline. This will help staff develop skills needed when dealing with disruptive behaviors and will also help students learn to make more appropriate choices.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Utilizing Performance Matters, staff is able to analyze data regarding 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	45	42	45	59	31	0	0	0	0	0	0	0	0	222
One or more suspensions	7	20	7	28	17	0	0	0	0	0	0	0	0	79
Course failure in ELA or Math	1	3	10	14	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	54	49	0	0	0	0	0	0	0	0	103
Overage students	0	0	0	5	3	0	0	0	0	0	0	0	0	8

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 130 students a week to take home bags of food for the weekend.

C. Effective Leadership

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
Larrousse, Peter	Instructional Coach
Haber, Sandra	School Counselor
Martinez, Maribel	Psychologist
Kiddle, Melinda	Teacher, K-12

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.

Peter Larrousse - Instructional 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 - Behavior 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 interventions 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 will 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 Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure 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
Denise Baptiste	Teacher
Trisha Clark	Teacher
Sonia Sotomayor	Parent
Jennifer Rosario	Parent
Antonio Rosario	Parent
Yazmin Pelaez	Parent
Paula Alvarado	Education Support Employee
Denesse Santos	Education Support Employee
Amaris Ayala	Teacher
Eugene Stewart	Parent
Teodosia Jaramillo	Parent
Marlyse Valme	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school advisory council will review the 2017- 18 SIP plan at the September 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. In addition the School Improvement Plan is posted on the school website so that it is accessible to all stakeholders.

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
Clark, Trisha	Teacher, K-12
Larrousse, Peter	Instructional Coach

b. Duties

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

The LLT will provide a common vision for school-wide literacy instruction. This will include implementation of Guided Reading, continued use of iStation and Reading Wonders. In addition, the LLT will work with the staff to analyze ELA data to drive and differentiate instruction, provide professional development for literacy initiatives, and through family literacy activities help provide parents with information and skills that they can use to help their child become better readers and writers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Administration and coaches meet with the teachers to facilitate collegial planning and to ensure that instruction and student tasks meet the depth and rigor of the standard that is being taught. Teachers also meet with administration and coaches 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. More experienced teachers also facilitate New Teacher Seminars to help provide PD afterschool to novice teachers. 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. In addition, iStation will be utilized for reading and math. This program creates an individual learning path for each student and provides the teacher with immediate feedback for needed areas of intervention. Teachers will be provided professional development in Guided Reading to help ensure that instruction is differentiated for each student. 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, STAR, iStation, 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: Before School Program

Minutes added to school year: 2,160

.At-risk students will be provided before school tutoring in reading and math. Students will receive one hour of additional instruction, in each subject, for twenty 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 2017 FSA ELA Assessment, 61% of Laurel Elementary 3rd and 4th 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

STAR 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Voluntary PreK, ESE PreK, 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: STAR ELA, FLKRS, iStation, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Strengths - Learning gains in both ELA and Math improved in 2016-17

Areas of Need - Percentage of students meeting high standards in both ELA and Math need to improve, as well as fourth grade learning gains and the lowest 25%.

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" 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.

Teachers aren't teaching to the depths of the standards; student mobility, student attendance, and teacher attendance

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.** Laurel Elementary will create a learning environment that supports the belief that all children can learn and an environment where children feel safe, respected, and loved.

- G2.** 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 2017-18 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. Laurel Elementary will create a learning environment that supports the belief that all children can learn and an environment where children feel safe, respected, and loved. 1a

G098061

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
Discipline incidents	125.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding factors and effective instructional strategies that impact educational outcomes for low socio-economic students.
- Staff lacks skills needed when dealing with students with challenging behaviors.
- MTSS isn't effective due to teachers not using appropriate interventions and monitoring outcomes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior interventionist
- Instructional coaches
- Guidance counselor
- School psychologist
- Professional development

Plan to Monitor Progress Toward G1. 8

Attendance data and discipline data will be analyzed monthly by the school leadership team.

Person Responsible

Jennifer Blackburn

Schedule

Monthly, from 8/30/2017 to 5/16/2018

Evidence of Completion

Student absences, tardies, early checkouts, and referrals, book study documentation, and sign-in sheets

Plan to Monitor Progress Toward G1. 8

MTSS data will be analyzed monthly by the school leadership team.

Person Responsible

Julia Allen

Schedule

Monthly, from 8/30/2017 to 5/16/2018

Evidence of Completion

Intervention data, progress monitoring data, agendas from PD and sign-in sheets

G2. 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 2017-18 school year. 1a

G098062

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA Mathematics Achievement	59.0
Math Gains	53.0
ELA/Reading Gains	48.0
Math Lowest 25% Gains	65.0
ELA/Reading Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- lack of collaborative planning
- need for training in effective instructional delivery
- instruction and assessments do not align
- 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
- LFS
- Professional library books
- Accelerated reader
- iStation
- Go Math and Think Central
- interventionists
- STAR
- Wonderworks
- Kagan

- Conscious Discipline
- CHAMPS
- Performance Matters

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Julia Allen

Schedule

Monthly, from 8/3/2017 to 5/17/2018

Evidence of Completion

assessments, lesson plans, student work samples, and classroom observations

Plan to Monitor Progress Toward G2. 8

Math assessments, lesson plan analysis, student work samples, classroom walkthrough data, student achievement on FSA, STAR, and iStation assessments

Person Responsible

Julia Allen

Schedule

Monthly, from 8/3/2017 to 5/17/2018

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. Laurel Elementary will create a learning environment that supports the belief that all children can learn and an environment where children feel safe, respected, and loved. **1**

 G098061

G1.B1 Lack of understanding factors and effective instructional strategies that impact educational outcomes for low socio-economic students. **2**

 B263727

G1.B1.S1 Teachers will implement strategies from Eric Jensen's book, Poor Students, Rich Teaching.

4

 S279295

Strategy Rationale

If teachers have a better understanding of poverty and how it affects children, then they will be better able to reach them effectively.

Action Step 1 **5**

Teachers will participate in a book study on Eric Jensen's book, Poor Students, Rich Teaching

Person Responsible

Jennifer Blackburn

Schedule

Every 3 Weeks, from 8/3/2017 to 12/21/2017

Evidence of Completion

Book Study notes, agendas, classroom walkthroughs

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

Facilitation of book study discussions, classroom walkthroughs

Person Responsible

Jennifer Blackburn

Schedule

Evidence of Completion

sign in sheets, agendas, walkthroughs

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

Classroom walkthroughs

Person Responsible

Jennifer Blackburn

Schedule

Evidence of Completion

Walkthrough evidence

G1.B3 Staff lacks skills needed when dealing with students with challenging behaviors. 2

 B263729

G1.B3.S1 Staff will implement strategies for dealing with challenging behaviors from Conscious Discipline. 4

 S279296

Strategy Rationale

If teachers have an increased skill set in dealing with students with challenging behavior, then students will be more engaged which will result in increased student achievement.

Action Step 1 5

Teachers will participate in professional development on Conscious Discipline

Person Responsible

Julia Allen

Schedule

Evidence of Completion

Sign-in sheets, agendas, walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will participate in the PD and utilize classroom walkthroughs to check for implementation

Person Responsible

Julia Allen

Schedule

Evidence of Completion

Sign-in sheets, agendas, walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will look for implementation during walkthroughs

Person Responsible

Julia Allen

Schedule

Evidence of Completion

walkthrough, discipline referrals

G1.B3.S2 CHAMPS and PBS will be utilized in all classrooms. 4

 S279297

Strategy Rationale

If students are provided with structures to use during the day, then discipline incidents will decrease and student achievement will increase.

Action Step 1 5

Staff will be retrained in the use of CHAMPS and PBS.

Person Responsible

Jennifer Blackburn

Schedule

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will check for implementation and usage during walkthroughs

Person Responsible

Jennifer Blackburn

Schedule

Evidence of Completion

Walkthrough data and discipline referrals

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will check for implementation and usage during walkthroughs

Person Responsible

Jennifer Blackburn

Schedule

Evidence of Completion

Walkthrough data and discipline referrals

G1.B4 MTSS isn't effective due to teachers not using appropriate interventions and monitoring outcomes

2

B263730

G1.B4.S1 Staff implement the MTSS process and use appropriate interventions with students. 4

S279298

Strategy Rationale

If struggling students are provided with appropriate and timely interventions, then student achievement will increase.

Action Step 1 5

Teachers will be retrained in the MTSS process

Person Responsible

Julia Allen

Schedule

Evidence of Completion

Sign in sheets, agenda, Tier 2 and Tier 3 documentation

Action Step 2 5

Students will be provided extended learning opportunities before school.

Person Responsible

Jennifer Blackburn

Schedule

Daily, from 9/25/2017 to 5/4/2018

Evidence of Completion

Extended learning attendance sheets, assessment data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The leadership team and the MTSS team will meet monthly to review student data for students in the MTSS process.

Person Responsible

Julia Allen

Schedule

Evidence of Completion

Meeting notes, Tier 2 and Tier 3 documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team and the MTSS team will meet monthly to review student data for students in the MTSS process.

Person Responsible

Julia Allen

Schedule

Evidence of Completion

Meeting notes and Tier 2 and Tier 3 documentation

G2. 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 2017-18 school year. 1

G098062

G2.B1 lack of collaborative planning 2

B263731

G2.B1.S1 The leadership team will facilitate collaborative planning. 4

S279299

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

Peter Larrousse

Schedule

Weekly, from 8/3/2017 to 5/17/2018

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 8/3/2017 to 5/17/2018

Evidence of Completion

Lesson plans, student work samples, assessment data, and classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Julia Allen

Schedule

Weekly, from 8/3/2017 to 5/17/2018

Evidence of Completion

Lesson plans, student work samples, student assessment data, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Julia Allen

Schedule

Weekly, from 8/3/2017 to 5/17/2018

Evidence of Completion

Lesson plans, student assessment data, student work samples, classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Peter Larrousse


Schedule

Monthly, from 8/3/2017 to 5/17/2018

Evidence of Completion

Results on formative and summative assessments showing mastery of standards.

G2.B2 need for training in effective instructional delivery 2

 B263732

G2.B2.S3 incorporates checks for understanding throughout the lesson to ensure students are obtaining knowledge and skills to be successful 4

 S279302

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 8/18/2017 to 5/18/2018

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 8/7/2017 to 5/18/2018

Evidence of Completion

Classroom observations, lesson plans, PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

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

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Lesson plans, classroom observations, student assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

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

Person Responsible

Jennifer Blackburn

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Lesson plans, classroom observations, and student assessments

G2.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

S279305

Strategy Rationale

If students have more experience with higher-order thinking strategies, then student achievement will increase

Action Step 1 5

Professional development will be provided in using higher order thinking strategies

Person Responsible

Julia Allen

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S6 6

lesson plans, classroom observations

Person Responsible

Julia Allen

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S6 7

classroom observations and student conferences

Person Responsible

Jennifer Blackburn

Schedule

Quarterly, from 10/11/2017 to 5/18/2018

Evidence of Completion

classroom observations and student conferences

G2.B2.S7 Teachers will utilize Guided Reading during the ELA block. 4

 S279306

Strategy Rationale

If students are instructed at their instructional level, then they will master the prerequisites to be successful.

Action Step 1 5

Teachers will be trained and implement the Guided Reading Block

Person Responsible

Julia Allen

Schedule

Every 3 Weeks, from 8/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans, sign-in sheets, agendas, student data

Plan to Monitor Fidelity of Implementation of G2.B2.S7 6

Lesson plans and student data will be monitored for fidelity of implementation

Person Responsible

Julia Allen

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

walkthroughs, lesson plans, STAR, iStation, and other student data

Plan to Monitor Effectiveness of Implementation of G2.B2.S7 7

Student data will be monitored.

Person Responsible

Julia Allen

Schedule

Evidence of Completion

STAR, iStation, and FSA data

G2.B10 instruction and assessments do not align **2**

 B263740

G2.B10.S1 Teachers will select common assessments that are based on the standards and utilize the test item specs when analyzing the assessments. **4**

 S279318

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

Peter Larrousse

Schedule

Biweekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

selected assessments

Action Step 2 **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 8/31/2017 to 5/18/2018

Evidence of Completion

Selected assessments

Action Step 3 5

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

Person Responsible

Julia Allen

Schedule

Biweekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Selected Assessments

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

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

Person Responsible

Peter Larrousse

Schedule

Biweekly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Standards based assessments

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

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

Person Responsible

Peter Larrousse

Schedule

Biweekly, from 8/17/2018 to 8/17/2018

Evidence of Completion

Lesson plans, assessments, coaches log, and walkthrough data

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Leadership meetings to determine coaching needs based on walkthrough data.

Person Responsible

Julia Allen

Schedule

Biweekly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Coaching cycle documentation and classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

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

Person Responsible

Julia Allen

Schedule

Biweekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Lesson plans, assessments, coaches log, and walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

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

Person Responsible

Jennifer Blackburn


Schedule

Biweekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Assessments, lesson plans, classroom walkthrough data

G2.B12 lack of systematic support for teachers **2**

 B263742

G2.B12.S1 Coaches will provide PD and support for teachers, as determined by data. **4**

 S279320

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

Peter Larrousse

Schedule

Monthly, from 8/31/2017 to 5/18/2018

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

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

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

Person Responsible

Julia Allen

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

coaching cycle notes, observation data, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

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

Person Responsible

Julia Allen

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

coaching cycle notes, observation data, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Leadership meetings to determine coaching needs based on walkthrough data.

Person Responsible

Julia Allen

Schedule

Biweekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

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

Person Responsible

Julia Allen

Schedule

Biweekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

increased student engagement and achievement

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

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

Person Responsible

Julia Allen

Schedule

Biweekly, from 8/30/2017 to 8/30/2017

Evidence of Completion

increased student engagement and achievement

G2.B12.S2 Reading and Math interventionists will provide support in the classroom for struggling students. 4

 S279321

Strategy Rationale

If struggling students are provided more interventions, they will be more successful.

Action Step 1 5

The reading interventionist will provide support for the teachers by working with struggling students.

Person Responsible

Jennifer Blackburn

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, walkthroughs, and student assessments

Action Step 2 5

The math interventionist will provide support for the teachers by working with struggling students

Person Responsible

Jennifer Blackburn

Schedule

Daily, from 8/10/2017 to 8/10/2017

Evidence of Completion

Lesson plans, walkthroughs, and student assessments

Plan to Monitor Fidelity of Implementation of G2.B12.S2 6

Classroom observations will be conducted to monitor implementation

Person Responsible

Julia Allen

Schedule

Every 3 Weeks, from 8/10/2017 to 8/10/2017

Evidence of Completion

Lesson plans, classroom observations, student work, and assessments

Plan to Monitor Effectiveness of Implementation of G2.B12.S2 7

Classroom observations will be conducted and student data analyzed.

Person Responsible

Julia Allen

Schedule

Every 3 Weeks, from 8/10/2017 to 8/10/2017

Evidence of Completion

Lesson plans, classroom observations, student work, and assessment data












IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 M407023	Classroom walkthroughs	Blackburn, Jennifer	8/31/2017	Walkthrough evidence	No End Date weekly
G1.B3.S1.MA1 M407025	Administration will look for implementation during walkthroughs	Allen, Julia	8/31/2017	walkthrough, discipline referrals	No End Date biweekly
G1.B3.S1.MA1 M407026	Administration will participate in the PD and utilize classroom walkthroughs to check for...	Allen, Julia	8/31/2017	Sign-in sheets, agendas, walkthrough data	No End Date weekly
G1.B3.S1.A1 A376343	Teachers will participate in professional development on Conscious Discipline	Allen, Julia	8/3/2017	Sign-in sheets, agendas, walkthrough data	No End Date biweekly
G1.B4.S1.MA1 M407029	The leadership team and the MTSS team will meet monthly to review student data for students in the...	Allen, Julia	8/31/2017	Meeting notes and Tier 2 and Tier 3 documentation	No End Date monthly
G1.B4.S1.MA1 M407030	The leadership team and the MTSS team will meet monthly to review student data for students in the...	Allen, Julia	8/31/2017	Meeting notes, Tier 2 and Tier 3 documentation	No End Date monthly
G1.B4.S1.A1 A376345	Teachers will be retrained in the MTSS process	Allen, Julia	8/3/2017	Sign in sheets, agenda, Tier 2 and Tier 3 documentation	No End Date monthly
G1.B3.S2.MA1 M407027	Administration will check for implementation and usage during walkthroughs	Blackburn, Jennifer	8/17/2017	Walkthrough data and discipline referrals	No End Date biweekly
G1.B3.S2.MA1 M407028	Administration will check for implementation and usage during walkthroughs	Blackburn, Jennifer	8/10/2017	Walkthrough data and discipline referrals	No End Date biweekly
G1.B3.S2.A1 A376344	Staff will be retrained in the use of CHAMPS and PBS.	Blackburn, Jennifer	8/3/2017	Agendas, sign-in sheets	No End Date quarterly
G2.B2.S7.MA1 M407048	Student data will be monitored.	Allen, Julia	9/1/2017	STAR, iStation, and FSA data	No End Date monthly
G2.B12.S2.MA1 M407088	Classroom observations will be conducted and student data analyzed.	Allen, Julia	8/10/2017	Lesson plans, classroom observations, student work, and assessment data	8/10/2017 every-3-weeks
G2.B12.S2.MA1 M407089	Classroom observations will be conducted to monitor implementation	Allen, Julia	8/10/2017	Lesson plans, classroom observations, student work, and assessments	8/10/2017 every-3-weeks
G2.B12.S2.A2 A376376	The math interventionist will provide support for the teachers by working with struggling students	Blackburn, Jennifer	8/10/2017	Lesson plans, walkthroughs, and student assessments	8/10/2017 daily
G2.B12.S1.MA4 M407084	The leadership team will review classroom math data and other assessments for effectiveness.	Allen, Julia	8/30/2017	increased student engagement and achievement	8/30/2017 biweekly
G1.B1.S1.MA1 M407024	Facilitation of book study discussions, classroom walkthroughs	Blackburn, Jennifer	No Start Date	sign in sheets, agendas, walkthroughs	12/21/2017 every-3-weeks
G1.B1.S1.A1 A376342	Teachers will participate in a book study on Eric Jensen's book, Poor Students, Rich Teaching	Blackburn, Jennifer	8/3/2017	Book Study notes, agendas, classroom walkthroughs	12/21/2017 every-3-weeks
G1.B4.S1.A2 A376346	Students will be provided extended learning opportunities before school.	Blackburn, Jennifer	9/25/2017	Extended learning attendance sheets, assessment data	5/4/2018 daily
G1.MA1 M407031	Attendance data and discipline data will be analyzed monthly by the school leadership team.	Blackburn, Jennifer	8/30/2017	Student absences, tardies, early checkouts, and referrals, book study documentation, and sign-in sheets	5/16/2018 monthly
G1.MA2 M407032	MTSS data will be analyzed monthly by the school leadership team.	Allen, Julia	8/30/2017	Intervention data, progress monitoring data, agendas from PD and sign-in sheets	5/16/2018 monthly

Polk - 1611 - Laurel Elementary School - 2017-18 SIP
Laurel Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M407094	ELA assessments, lesson plan analysis, student work samples, classroom walkthrough data, student...	Allen, Julia	8/3/2017	assessments, lesson plans, student work samples, and classroom observations	5/17/2018 monthly
G2.MA2 M407095	Math assessments, lesson plan analysis, student work samples, classroom walkthrough data, student...	Allen, Julia	8/3/2017	assessments, lesson plans, student work samples, and classroom observations	5/17/2018 monthly
G2.B1.S1.MA1 M407033	The leadership team will review classroom data and other assessments for effectiveness.	Larrousse, Peter	8/3/2017	Results on formative and summative assessments showing mastery of standards.	5/17/2018 monthly
G2.B1.S1.MA1 M407034	Administration will monitor the collaborative planning that is facilitated by the literacy coach	Allen, Julia	8/3/2017	Lesson plans, student work samples, student assessment data, classroom observations	5/17/2018 weekly
G2.B1.S1.MA3 M407035	Administration will monitor the collaborative planning that is facilitated by the math coach	Allen, Julia	8/3/2017	Lesson plans, student assessment data, student work samples, classroom observations	5/17/2018 weekly
G2.B1.S1.A1 A376347	If the literacy coach will facilitate collaborative planning, then teachers will deliver...	Larrousse, Peter	8/3/2017	Lesson plans, student work samples, assessment data, and classroom observations	5/17/2018 weekly
G2.B1.S1.A2 A376348	If the math coach will facilitate collaborative planning, then teachers will deliver...	Larrousse, Peter	8/3/2017	Lesson plans, student work samples, assessment data, and classroom observations	5/17/2018 weekly
G2.B10.S1.MA1 M407074	Assessments and lesson plans will be analyzed for alignment, classroom walkthroughs, collaborative...	Blackburn, Jennifer	8/18/2017	Assessments, lesson plans, classroom walkthrough data	5/18/2018 biweekly
G2.B10.S1.MA1 M407075	The selection of ELA assessments will be analyzed for alignment with the standards.	Larrousse, Peter	8/17/2017	Standards based assessments	5/18/2018 biweekly
G2.B10.S1.MA4 M407077	Leadership meetings to determine coaching needs based on walkthrough data.	Allen, Julia	8/25/2017	Coaching cycle documentation and classroom observations.	5/18/2018 biweekly
G2.B10.S1.MA5 M407078	The selection of science assessments will be analyzed for alignment with the standards.	Allen, Julia	9/1/2017	Lesson plans, assessments, coaches log, and walkthrough data	5/18/2018 biweekly
G2.B10.S1.A1 A376367	The literacy coach will work with teachers to access, review, and select appropriate assessments...	Larrousse, Peter	8/31/2017	selected assessments	5/18/2018 biweekly
G2.B10.S1.A2 A376368	The math coach will work with teachers to access, review, and select appropriate assessments that...	Larrousse, Peter	8/31/2017	Selected assessments	5/18/2018 biweekly
G2.B10.S1.A3 A376369	The science coach will work with teachers to access, review, and select appropriate assessments...	Allen, Julia	9/1/2017	Selected Assessments	5/18/2018 biweekly
G2.B12.S1.MA1 M407083	The leadership team will review classroom ELA data and other assessments for effectiveness.	Allen, Julia	8/31/2017	increased student engagement and achievement	5/18/2018 biweekly
G2.B12.S1.MA1 M407085	Administration will monitor the coaching and PD provided by the literacy coach	Allen, Julia	8/7/2017	coaching cycle notes, observation data, lesson plans	5/18/2018 monthly
G2.B12.S1.MA3 M407086	Administration will monitor the coaching and PD provided by the math coach	Allen, Julia	8/7/2017	coaching cycle notes, observation data, lesson plans	5/18/2018 monthly
G2.B12.S1.MA5 M407087	Leadership meetings to determine coaching needs based on walkthrough data.	Allen, Julia	8/23/2017	Walkthrough data	5/18/2018 biweekly
G2.B12.S1.A1 A376373	Analyze data to determine PD and teacher support needs in ELA	Larrousse, Peter	8/31/2017	classroom observations, lesson plans, students work samples, coaching cycle notes	5/18/2018 monthly
G2.B2.S3.MA1 M407040	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	8/18/2017	Lesson plans, classroom observations, and student assessments	5/18/2018 weekly

Polk - 1611 - Laurel Elementary School - 2017-18 SIP
Laurel Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.MA1  M407041	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	8/18/2017	Lesson plans, classroom observations, student assessments	5/18/2018 weekly
G2.B2.S3.A1  A376351	Lesson plans will be monitored to ensure that checks for understanding are embedded;	Blackburn, Jennifer	8/18/2017	Lesson plans and classroom observations	5/18/2018 weekly
G2.B2.S3.A2  A376352	The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction	Allen, Julia	8/7/2017	Classroom observations, lesson plans, PLC agendas	5/18/2018 every-6-weeks
G2.B2.S6.MA1  M407046	classroom observations and student conferences	Blackburn, Jennifer	10/11/2017	classroom observations and student conferences	5/18/2018 quarterly
G2.B2.S6.MA1  M407047	lesson plans, classroom observations	Allen, Julia	8/18/2017	lesson plans, classroom observations	5/18/2018 monthly
G2.B2.S6.A1  A376354	Professional development will be provided in using higher order thinking strategies	Allen, Julia	8/17/2017	sign-in sheets, tickets out the door, classroom observations	5/18/2018 monthly
G2.B2.S7.MA1  M407049	Lesson plans and student data will be monitored for fidelity of implementation	Allen, Julia	8/18/2017	walkthroughs, lesson plans, STAR, iStation, and other student data	5/18/2018 monthly
G2.B2.S7.A1  A376355	Teachers will be trained and implement the Guided Reading Block	Allen, Julia	8/7/2017	Lesson plans, sign-in sheets, agendas, student data	5/18/2018 every-3-weeks
G2.B12.S2.A1  A376375	The reading interventionist will provide support for the teachers by working with struggling...	Blackburn, Jennifer	8/10/2017	Lesson plans, walkthroughs, and student assessments	5/24/2018 daily
G2.B12.S1.A2  A376374	Analyze data to determine PD and teacher support needs in Math	Larrousse, Peter	8/31/2017	classroom observations, lesson plans, students work samples, coaching cycle notes	5/31/2018 monthly
G2.B10.S1.MA2  M407076	The selection of Math assessments will be analyzed for alignment with the standards.	Larrousse, Peter	8/17/2018	Lesson plans, assessments, coaches log, and walkthrough data	8/17/2018 biweekly

V. Professional Development Opportunities

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

G1. Laurel Elementary will create a learning environment that supports the belief that all children can learn and an environment where children feel safe, respected, and loved.

G1.B1 Lack of understanding factors and effective instructional strategies that impact educational outcomes for low socio-economic students.

G1.B1.S1 Teachers will implement strategies from Eric Jensen's book, Poor Students, Rich Teaching.

PD Opportunity 1

Teachers will participate in a book study on Eric Jensen's book, Poor Students, Rich Teaching

Facilitator

Jennifer Blackburn

Participants

Teachers

Schedule

Every 3 Weeks, from 8/3/2017 to 12/21/2017

G1.B3 Staff lacks skills needed when dealing with students with challenging behaviors.

G1.B3.S1 Staff will implement strategies for dealing with challenging behaviors from Conscious Discipline.

PD Opportunity 1

Teachers will participate in professional development on Conscious Discipline

Facilitator

Lori Allen

Participants

Teachers

Schedule

G1.B3.S2 CHAMPS and PBS will be utilized in all classrooms.

PD Opportunity 1

Staff will be retrained in the use of CHAMPS and PBS.

Facilitator

Jennifer Blackburn and Melinda Kiddle

Participants

Instructional and non-instructional staff

Schedule

G1.B4 MTSS isn't effective due to teachers not using appropriate interventions and monitoring outcomes

G1.B4.S1 Staff implement the MTSS process and use appropriate interventions with students.

PD Opportunity 1

Teachers will be retrained in the MTSS process

Facilitator

Maribel Martinez, Melinda Kiddle, Sandra Haber

Participants

Instructional staff

Schedule

G2. 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 2017-18 school year.

G2.B2 need for training in effective instructional delivery

G2.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

Peter Larrousse

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 8/7/2017 to 5/18/2018

G2.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

Peter Larrousse

Participants

teachers

Schedule

Monthly, from 8/17/2017 to 5/18/2018

G2.B2.S7 Teachers will utilize Guided Reading during the ELA block.

PD Opportunity 1

Teachers will be trained and implement the Guided Reading Block

Facilitator

Peter Larrousse

Participants

Teachers

Schedule

Every 3 Weeks, from 8/7/2017 to 5/18/2018

G2.B12 lack of systematic support for teachers

G2.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

Peter Larrousse

Participants

classroom teachers

Schedule

Monthly, from 8/31/2017 to 5/18/2018

PD Opportunity 2

Analyze data to determine PD and teacher support needs in Math

Facilitator

Peter Larrousse

Participants

classroom teachers

Schedule

Monthly, from 8/31/2017 to 5/31/2018

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	Teachers will participate in a book study on Eric Jensen's book, Poor Students, Rich Teaching				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1611 - Laurel Elementary School	Title, I Part A		\$1,200.00
2	G1.B3.S1.A1	Teachers will participate in professional development on Conscious Discipline				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	120-Classroom Teachers	1611 - Laurel Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Conscious Discipline book for teachers</i>			
	3240	140-Substitute Teachers	1611 - Laurel Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: Purchase substitutes to cover classes for teachers to participate in Conscious Discipline training.</i>			
3	G1.B3.S2.A1	Staff will be retrained in the use of CHAMPS and PBS.				\$0.00
4	G1.B4.S1.A1	Teachers will be retrained in the MTSS processs				\$0.00
5	G1.B4.S1.A2	Students will be provided extended learning opportunities before school.				\$24,807.69
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	1611 - Laurel Elementary School	Title, I Part A		\$24,807.69
			<i>Notes: Before school tutoring</i>			
6	G2.B1.S1.A1	If the literacy coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.				\$0.00
7	G2.B1.S1.A2	If the math coach will facilitate collaborative planning, then teachers will deliver standards-based instruction.				\$0.00
8	G2.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.				\$59,760.02
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	1611 - Laurel Elementary School	Title, I Part A		\$59,760.02
			<i>Notes: Literacy Coach - District Funded</i>			

Polk - 1611 - Laurel Elementary School - 2017-18 SIP
 Laurel Elementary School

9	G2.B10.S1.A2	The math coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.				\$69,686.37
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	1611 - Laurel Elementary School	Title, I Part A		\$69,686.37
			<i>Notes: Math Coach - District Funded</i>			
10	G2.B10.S1.A3	The science coach will work with teachers to access, review, and select appropriate assessments that are aligned to the standards and test item specifications.				\$75,090.66
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	100-Salaries	1611 - Laurel Elementary School	Title, I Part A		\$75,090.66
			<i>Notes: Science Coach</i>			
11	G2.B12.S1.A1	Analyze data to determine PD and teacher support needs in ELA				\$0.00
12	G2.B12.S1.A2	Analyze data to determine PD and teacher support needs in Math				\$0.00
13	G2.B12.S2.A1	The reading interventionist will provide support for the teachers by working with struggling students.				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	Title, I Part A		\$65,000.00
14	G2.B12.S2.A2	The math interventionist will provide support for the teachers by working with struggling students				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	Title, I Part A		\$65,000.00
15	G2.B2.S3.A1	Lesson plans will be monitored to ensure that checks for understanding are embedded;				\$0.00
16	G2.B2.S3.A2	The ELA and Math Coach will provide PD on incorporating checks for understanding during instruction				\$0.00
17	G2.B2.S6.A1	Professional development will be provided in using higher order thinking strategies				\$0.00
18	G2.B2.S7.A1	Teachers will be trained and implement the Guided Reading Block				\$28,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	510-Supplies	1611 - Laurel Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Fountas and Pinnell Guided Reading Book to be used for PD with classroom teachers.</i>			

Polk - 1611 - Laurel Elementary School - 2017-18 SIP
Laurel Elementary School

	3240	510-Supplies	1611 - Laurel Elementary School	Title, I Part A		\$26,000.00
			<i>Notes: Leveled Libraries for the classrooms</i>			
Total:						\$406,344.74