Laurel Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Laurel Elementary School

1851 LAUREL AVE, Poinciana, FL 34759

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

Demographics

Principal: Rodrick Gray

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: C (41%) 2016-17: C (44%) 2015-16: D (32%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	90%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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SIP Authority

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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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Providing lasting paw-prints of lifelong learning.
Respect
Observers Rules
Academic Pride
Responsible
We are the Pride of Poinciana!

Provide the school's vision statement.

To create a community that establishes rigorous and relevant curriculum, positive relationships, and a safe and orderly environment to maximize student achievement.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Gray, Rodrick	Principal	
Blackburn, Jennifer	Assistant Principal	
Larrousse, Peter	Instructional Coach	
Kiddle, Melinda	Dean	
Hernaiz, Amaris	Teacher, K-12	
Rivera, Wilmarie	School Counselor	
Franks, Cindy	Principal	
Arnold, Pamela	Instructional Coach	Math/Science

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	120	118	176	131	159	0	0	0	0	0	0	0	825
Attendance below 90 percent	40	25	24	42	21	31	0	0	0	0	0	0	0	183
One or more suspensions	2	1	0	3	0	5	0	0	0	0	0	0	0	11
Course failure in ELA or Math	3	2	1	14	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	27	20	55	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	5	6	43	31	35	0	0	0	0	0	0	0	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	28	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
52

Date this data was collected or last updated
Tuesday 10/8/2019

Prior Year - As Reported

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	65	51	60	64	56	0	0	0	0	0	0	0	0	296
One or more suspensions	4	1	4	0	1	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	21	41	24	47	20	0	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	35	69	109	126	117	0	0	0	0	0	0	0	0	456

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	13	24	24	33	0	0	0	0	0	0	0	0	104

Prior Year - Updated

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	65	51	60	64	56	0	0	0	0	0	0	0	0	296
One or more suspensions	4	1	4	0	1	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	21	41	24	47	20	0	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	35	69	109	126	117	0	0	0	0	0	0	0	0	456

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	13	24	24	33	0	0	0	0	0	0	0	0	104

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	51%	57%	39%	51%	55%
ELA Learning Gains	37%	51%	58%	43%	53%	57%
ELA Lowest 25th Percentile	39%	49%	53%	55%	50%	52%
Math Achievement	31%	57%	63%	49%	58%	61%
Math Learning Gains	31%	56%	62%	38%	57%	61%
Math Lowest 25th Percentile	36%	47%	51%	41%	49%	51%
Science Achievement	21%	47%	53%	0%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	121 (0)	120 (0)	118 (0)	176 (0)	131 (0)	159 (0)	825 (0)
Attendance below 90 percent	40 (65)	25 (51)	24 (60)	42 (64)	21 (56)	31 (0)	183 (296)
One or more suspensions	2 (4)	1 (1)	0 (4)	3 (0)	0 (1)	5 (0)	11 (10)
Course failure in ELA or Math	3 (21)	2 (41)	1 (24)	14 (47)	0 (20)	0 (0)	20 (153)
Level 1 on statewide assessment	0 (35)	0 (69)	0 (109)	27 (126)	20 (117)	55 (0)	102 (456)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	52%	-18%	58%	-24%
	2018	32%	51%	-19%	57%	-25%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	28%	48%	-20%	58%	-30%
	2018	32%	48%	-16%	56%	-24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	25%	47%	-22%	56%	-31%
	2018					
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	56%	-22%	62%	-28%
	2018	39%	56%	-17%	62%	-23%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	28%	56%	-28%	64%	-36%
	2018	39%	57%	-18%	62%	-23%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
05	2019	22%	51%	-29%	60%	-38%
	2018					
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	19%	45%	-26%	53%	-34%
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	42	43	16	38	38	17				
ELL	24	44	47	20	27	31	19				
BLK	28	38	44	25	27	38	13				
HSP	29	35	36	28	29	33	18				
WHT	43	45		60	53		53				
FRL	26	36	42	29	32	43	19				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	23	31	17	31	40					
ELL	19	22	25	27	32						
BLK	33	44		44	44						
HSP	35	36	38	39	39	47					
WHT	38	22		54	48						
FRL	35	37	38	42	44	52					
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	35	38	17	41	45					
ELL	22	35	45	40	30	25					
BLK	38	47	70	44	44						
HSP	38	42	50	50	37	21					
WHT	44	50		53	36						
FRL	39	48	63	48	44	39					

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fifth grade ELA, Math, and Science were all low. This is the first year we had fifth grade so it is to early to tell if it is a trend. Contributing factors to the low performance are: teachers who were not certified, teachers unfamiliar with standards, and unfilled vacancies.

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

Fifth grade ELA (7% decline) and fifth grade Math (17% decline) Contributing factors to the low performance are: teachers who were not certified, teachers unfamiliar with standards, and unfilled vacancies.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth grade math had the greatest gap compared to the state average. This is the first year we had fifth grade so it is to early to tell if it is a trend. Contributing factors to the low performance are: teachers who were not certified, teachers unfamiliar with standards, and unfilled vacancies.

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

Third grade reading increased 2 percent. The use of learning targets, success criteria, and grade level with most experienced teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Student attendance and discipline.

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

1. Core instruction
2. Student attendance
3. Student discipline
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Safe and Engaging Learning Environment
	If students feel safe and are engaged, they will want to attend school and student achievement will increase.
Rationale	28% of students were in attendance less than 90% of school days for 2018-2019 school year.
	Increase of 226 discipline referrals for 2018-2019 school year.
State the measurable outcome the school plans to achieve	Improve student attendance and student discipline to meet or exceed the district average.
	Descrease discipline referrals to less than 150.
Person responsible for monitoring outcome	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)
Evidence-based Strategy	PBiS and CHAMPS LSI Student Teaming Attendance Works
Rationale for Evidence-based Strategy	PBiS and CHAMPS is used to encourage students to make positive behavior choices, as well as to provide structures and procedures in the classroom. For the 2018-19 school year, there was an increase of 226 discipline referrals. If students feel safe at school and are engaged in their learning, student attendance should increase and discipline should decrease. Student Teaming is used to increase student engagement and student ownership of learning. If students are engaged in their learning, student attendance should increase and behavior problems should decrease. Attendance Works is a national resource for increasing student attendance that was recommended by the district PBiS Senior Coordinator. Our student attendance is consistently low (28% of students missed more than 90%).
Action Step	
Description	1. Recommit to the use of PBIS and CHAMPS strategies with fidelity. 2. Behavior Interventionist and LEA will monitor student referrals and create FBAs/BIPs when needed. 3. Teachers will participate in professional development and book study on Student Teaming 4. Attendance manager will print weekly attendance reports and look for trends with students. 5. Parent conferences with administration, teacher, and parent for students with documented attendance concerns. 6. Weekly and monthly attendance recognition.
Person Responsible	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)

#2	
Title	In the area of English Language Arts we will improve proficiency and learning gains
Rationale	30% of students were proficient on the FSA ELA Test. This is 19% below the district average and 27% below the state average. 28% of Black/African American and 29% of Hispanic students were proficient on FSA ELA Test.

State the measurable outcome the school plans to achieve	Students in grades 3, 4, and 5 will increase proficiency to 41% on FSA ELA. Students in K - 2 will meet or exceed the district average in STAR Early Literacy and Star Reading. Black/African American students will increase to %35 on FSA ELA. Hispanic students will increase to %36 on FSA ELA.
Person responsible for monitoring outcome	Rodrick Gray (rodrick.gray@polk-fl.net)
Evidence-based Strategy	Accelerated Reader IStation Smarty Ants LSI Guided Reading Words Their Way
Rationale for Evidence-based Strategy	Accelerated Reader, IStation, Smarty Ants, Reading A-Z, and LSI are district vetted programs proven to increase student achievement. Guided Reading and Words Their Way are research-based methods of instruction to increase student achievement.

Action Step	
Description	1. Increase and monitor use of Accelerated Reader, 2. Increase and monitor use of IStation in grades 3 - 5. 3. Implement and monitor use of Smarty Ants in grades K - 2. 4. PD from LSI consultant on the Ignite Series: Forging a Vision and Student Teaming 5. Teachers will utilize learning targets, success criteria, tasks for instruction and centers that are aligned to the depth of the standard. 6. Guided Reading instruction will be utilized during the reading block and power hour. 7. Tutoring will be offered to struggling students for reading. 8. Instructional coaches will utilize the coaching cycle with struggling teachers. 9. Since only 9% of ELL students were proficient in ELA on the FSA in 2019, The ELL para and reading interventionist will work with ELL guided reading groups during the reading block implementing LSI strategies. 10. Since only 13% of SWD students were proficient in ELA on the FSA in 2019, The SWD para and reading interventionist will work with ELL guided reading groups during the reading block implementing LSI strategies. 11. Classroom paraprofessionals will work with struggling students during the reading block. 12. During Power Hour, Reading A-Z will be used to work on students' targeted areas of need.

13. Classroom libraries will be used to increase the amount of books available for students to practice reading.

14. Classroom library sets of science content readers will be used uring power hour for fourth and fifth grade.

15. Substitutes will be provided for teachers for LSI PD.

16. Purchase media and classroom library text related to Black/African American and Hispanic Culture.

17. Hold Parent Engagement activities during Hispanic Heritage and Black History Month.

Person Responsible   Jennifer Blackburn (jennifer.blackburn@polk-fl.net)

#3	
Title	In the area of Math, we will improve proficiency and learning gains.
Rationale	There was a 12 point decline in proficiency in Math proficiency. There was a 12 point decline in Math learning gains. There was a 14 point decline in Math lowest 25%. 25% of Black/African American students were proficient on FSA Math. 28% of Hispanic Students were proficient on FSA Math
State the measurable outcome the school plans to achieve	Students in 3rd, 4th, and 5th grade will increase proficiency to 41%. The lowest 25% will increase to 45%. Black/African American students will increase to 33% proficient on FSA Math. Hispanic students will increase to 36% proficient on FSA Math.
Person responsible for monitoring outcome	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)
Evidence-based Strategy	Freckle Math bby Math LSI
Rationale for Evidence-based Strategy	Freckle Math, bby Math, and LSI are district vetted programs proven to increase student achievement.
Action Step	
Description	1. Implement and monitor use of Freckle Math in grades K - 5. 2. PD from LSI consultant on the Ignite Series: Forging a Vision and Student Teaming 3. Teachers will utilize learning targets, success criteria, tasks for instruction and centers that are aligned to the depth of the standard. 4. Tutoring will be offered to struggling students for math. 5. Instructional coaches will utilize the coaching cycle with struggling teachers. 6. Since only 11% of ELL students were proficient in Math on the FSA in 2019, The ELL para and math interventionist will work with ELL groups during the math block implementing LSI strategies. 7. Since only 13% of SWD students were proficient in Math on the FSA in 2019, The SWD para and math interventionist will work with ELL groups during the math block implementing LSI strategies. 8. The TTI instructional para will work with struggling students during the math block implementing LSI strategies. 9. Classroom paraprofessionals will work with struggling students during the reading block. 10. Substitutes will be provided for teachers to attendT PD for bby Math in Sept., Oct., and Nov. 11. Hold Parent Engagement and math activities during Hispanic Heritage and Black History Month. 12. Math club for students in 3rd, 4th, and 5th, grade classes.
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)

#4	
Title	In the area of Science, we will improve proficiency on the NGSS science test
	21% of 5th grade students were proficient on the NGSS science test. This is 24%% below the district average and 32% below the state average.
Rationale	17% proficiency for SWD student on NGSS Science Test 13% proficiency for Black/African American students on NGSS Science Test 18% proficiency for Hispanic students on NGSS Science Test

State the measurable outcome the school plans to achieve	Proficiency on the NGSS science test will increase to 29%. SWD Will increase to 25% proficiency on NGSS Science Test Black/African American students will increase to 25% on NGSS Science Test Hispanic students will increase to 25% on NGSS Science Test
Person responsible for monitoring outcome	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)
Evidence-based Strategy	1. Stemscopes instruction 2. Science coach 3. Science A-Z
Rationale for Evidence-based Strategy	Stemscopes is a district vetted program. Use of academic coaches has increased student achievement across the district. Science A-Z is a district vetted text-based science program.

Action Step	
Description	1. Stemscopes will be used as the core science program 2.The district science coach will work with 4th and 5th grade teachers and 5th grade students. 3. Extra science instruction for able learners will take place during the specials block. 4. Science centers will be implemented in each classroom. 5. Classroom library sets of science content readers will be used uring power hour for fourth and fifth grade. 6. Teachers will use Science A-Z during the science bloack to strengthen students's content knowledge with at their ZPD.
Person Responsible	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. The PFEP is uploaded.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources
• Champs
• PBIS
• Mentoring Programs
• DrumBeats

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.

For our 5th graders, we have the Principal from Davenport School of the Arts and Dundee Ridge come and speak on behalf of their schools. They describe to the students what their school offers and how to apply. This year, we are going to try and find some former students to come and speak to 5th grade about their schedules and middle school experience.

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.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school

sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

o Head Start provides resources to assist students in the transition from pre-k to kindergarten.
o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

For our 5th graders, we have the Principal from Davenport School of the Arts and Dundee Ridge come and speak on behalf of their schools. They describe to the students what their school offers and how to apply. This year, we are going to try and find some former students to come and speak to 5th grade about their schedules and middle school experience.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Safe and Engaging Learning Environment				$274,560.64
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$164,000.00
			Notes: Recruitment/Retention Stipends			
	5100	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$12,000.00
			Notes: Recruitment/Retention Stipends			
	5100	150-Aides	1611 - Laurel Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		$14,076.00
			Notes: Recruitment/Retention Stipends			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$349.60

			Notes: Recruitment/Retention Stipends			
	5200	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$29,600.00
			Notes: Recruitment/Retention Stipends			
	5200	150-Aides	1611 - Laurel Elementary School	UniSIG		$6,000.00
			Notes: Recruitment/Retention Stipends			
	5200	220-Social Security	1611 - Laurel Elementary School	UniSIG		$2,723.40
			Notes: Recruitment/Retention Stipends			
	5200	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$67.64
			Notes: Recruitment/Retention Stipends			
	5500	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	5500	150-Aides	1611 - Laurel Elementary School	UniSIG		$3,000.00
			Notes: Recruitment/Retention Stipends			
	5500	220-Social Security	1611 - Laurel Elementary School	UniSIG		$841.50
			Notes: Recruitment/Retention Stipends			
	5500	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$20.90
			Notes: Recruitment/Retention Stipends			
	6120	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipends			
	6120	220-Social Security	1611 - Laurel Elementary School	UniSIG		$306.00
			Notes: Recruitment/Retention Stipends			
	6120	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$7.60
			Notes: Recruitment/Retention Stipends			
	6400	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	6400	220-Social Security	1611 - Laurel Elementary School	UniSIG		$612.00
			Notes: Recruitment/Retention Stipends			
	6400	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$15.20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			Notes: Recruitment/Retention Stipends			
	7300	110-Administrators	1611 - Laurel Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	7300	160-Other Support Personnel	1611 - Laurel Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipends			
	7300	220-Social Security	1611 - Laurel Elementary School	UniSIG		$918.00
			Notes: Recruitment/Retention Stipends			
	7300	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$22.80
			Notes: Recruitment/Retention Stipends			
2	III.A.	**Areas of Focus: In the area of English Language Arts we will improve proficiency and learning gains**				**$83,583.23**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$5,149.00
			Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring			
	5900	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$2,000.00
			Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring			
	5900	140-Substitute Teachers	1611 - Laurel Elementary School	UniSIG		$1,500.00
			Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring			
	5900	150-Aides	1611 - Laurel Elementary School	UniSIG		$1,500.00
			Notes: Paraprofessional -Stipends for paraprofessionals to provide supplementary after school, before school or Saturday tutoring			
	5900	210-Retirement	1611 - Laurel Elementary School	UniSIG		$859.62
			Notes: Retirement - 8.47% - Instructional personnel for extended learning			
	5900	220-Social Security	1611 - Laurel Elementary School	UniSIG		$776.40
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$19.28
			Notes: Workers Compensation -.19% - Instructional personnel for extended learning			
	5100	150-Aides	1611 - Laurel Elementary School	UniSIG	2.0	$26,383.12

			Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1611 - Laurel Elementary School	UniSIG		$2,234.65
			Notes: Retirement - 8.47% - Instructional Personnel - Paraprofessionals			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		$2,018.32
			Notes: Social Security - 7.65% - Instructional Personnel Paraprofessionals			
	5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		$18,096.00
			Notes: Health and Hospitalization - Instructional Personnel - Paraprofessionals			
	5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		$38.40
			Notes: Life Insurance - Instructional Personnel - Paraprofessionals			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$50.13
			Notes: Workers Compensation - 19% - Instructional Personnel - Paraprofessionals			
	7730	330-Travel	1611 - Laurel Elementary School	UniSIG		$2,000.00
			Notes: Travel Out of County/ In state - Professional Development LSI Conference - travel expenses to include registration, mileage, hotel, and per diem - 2 administrators			
	6400	330-Travel	1611 - Laurel Elementary School	UniSIG		$10,000.00
			Notes: Travel Out of County/In State - Professional Development - LSI Conference - travel expenses to include registration, mileage, hotel, and per diem - 10 teachers			
	6400	310-Professional and Technical Services	1611 - Laurel Elementary School	UniSIG		$870.40
			Notes: Professional and Technical Services - Reimbursement to Kelly Services for substitutes during contract hours for instructional staff participating in Staff Development @ 108.80 per day			
	5100	369-Technology-Related Rentals	1611 - Laurel Elementary School	UniSIG		$4,197.90
			Notes: Technology Related Rentals of educational software and online subscriptions - Reading A-Z			
	5100	519-Technology-Related Supplies	1611 - Laurel Elementary School	UniSIG		$4,220.00
			Notes: Technology-Related Supplies - ink and toner used by interventionists for small group intervention			
	5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		$1,025.00
			Notes: Supplies - Instructional - paper			
	5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		$645.01
			Notes: Classroom Libraries and/or guided reading books			
3	III.A.	**Areas of Focus: In the area of Math, we will improve proficiency and learning gains.**				**$68,659.82**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	1611 - Laurel Elementary School	UniSIG	2.0	$26,323.13
			Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1611 - Laurel Elementary School	UniSIG		$2,234.65
			Notes: Retirement - 8.47% - Instructional Personnel - Paraprofessionals - 2			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		$2,018.31
			Notes: Social Security -7.65% -Instructional personnel - Paraprofessionals (2)			
	5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		$18,096.00
			Notes: Health and Hospitalization - Instructional Personnel - Paraprofessionals (2)			
	5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		$38.40
			Notes: Life Insurance - Instructional personnel - Paraprofessionals			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$50.13
			Notes: Workers Compensation - .19% - Instructional Personnel - Paraprofessionals (2)			
	6400	310-Professional and Technical Services	1611 - Laurel Elementary School	UniSIG		$16,200.00
			Notes: Professional and Technical Services - bby Consultant - 10 days			
	6400	310-Professional and Technical Services	1611 - Laurel Elementary School	UniSIG		$3,699.20
			Notes: Professional and Technical Services - Reimbursement for substitutes during contact hours for instructional staff participating in bby PD - Kelly Services @$108.80 per sub per day			
4	III.A.	**Areas of Focus: In the area of Science, we will improve proficiency on the NGSS science test**				**$20,949.35**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	1611 - Laurel Elementary School	UniSIG		$1,169.35
			Notes: Technology-Related Rentals - of educational software and online subscriptions - Science A-Z			
	5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		$19,780.00
			Notes: Science Classroom Libraries and/or guided reading books - 19 teachers			
					Total:	**$462,125.13**