

Polk County Public Schools

Laurel Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	24

Laurel Elementary School

1851 LAUREL AVE, Poinciana, FL 34759

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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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

Observes 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gray, Rodrick	Principal	<p>The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.</p> <p>Work often includes attending school functions after hours, such as movie nights, concerts, parent conferences and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.</p>
Blackburn, Jennifer	Assistant Principal	<p>The assistant principal's job is to support the leader. She assists with the decision making of the school and monitors teachers to offer her support. Here are others ways that she supports the school:</p> <ul style="list-style-type: none"> - Enforcing attendance rules - Meeting with parents to discuss student behavioral or learning problems - Responding to disciplinary issues - Coordinating use of school facilities for day-to-day activities and special events - Working with teachers to develop curriculum standards - Developing and maintaining school safety procedures - Evaluating teachers and learning materials to determine areas where improvement is needed - Coordinating and planning class schedules - Assessing data such as state standards and test scores - Coordinating transportation for students - Hiring and training staff - Ordering and approving equipment and supply orders - Maintaining systems for attendance, performance, planning, and other reports - Supervising grounds and facilities maintenance - Walking the hallways and checking in on teachers and classrooms - Responding to emails from teachers, parents and community members
Larrousse, Peter	Instructional Coach	<p>The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p>

Name	Title	Job Duties and Responsibilities
		<p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principals within the grantee site to create a school-wide focus on goals for reading achievement. 4. Oversee the school’s assessment procedure, training, data collection and collaborate with the principal to complete reports due. 5. Complete monthly status reports for the school administrators. 6. Participate fully in professional development opportunities and professional research and reading.
Kiddle, Melinda	Dean	<p>In addition to working with teaching staff and other staff members of a school and school district for curriculum design and educational plans, a dean of students handles issues such as discipline, the ordering of textbooks and other materials, working with outside agencies to provide supplementary resources, and guiding staff training to further develop strategies for supporting student success.</p>
		<p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Arnold, Pamela	Instructional Coach	<p>Roles and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
	Instructional Coach	<p>The Science Coach will support all K-5 staff in the implementation of the site science plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Guide teachers to collect and analyze data and develop action plans in response to determined

Name	Title	Job Duties and Responsibilities
		student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principals within the grantee site to create a school-wide focus on goals for reading achievement. 4. Complete monthly status reports for the school administrators. 6. Participate fully in professional development opportunities and professional research and reading and science.

Demographic Information

Principal start date

Friday 8/9/2019, Rodrick Gray

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	129	128	126	184	137	169	0	0	0	0	0	0	0	873
Attendance below 90 percent	37	35	32	46	35	28	0	0	0	0	0	0	0	213
One or more suspensions	3	7	10	15	10	21	0	0	0	0	0	0	0	66
Course failure in ELA	0	2	0	9	0	1	0	0	0	0	0	0	0	12
Course failure in Math	1	1	0	3	0	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	24	17	53	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide Math assessment	0	0	0	20	34	61	0	0	0	0	0	0	0	115
December 2019 Star Reading Level 1	0	0	36	65	22	47	0	0	0	0	0	0	0	170
December 2019 Star Mathematics Level 1	0	15	30	46	23	57	0	0	0	0	0	0	0	171

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	1	9	14	27	17	21	0	0	0	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	1	3	26	13	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 5/27/2020

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
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	

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
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	30
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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%	0
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Based on 2019 FSA data, fifth grade ELA, Math proficiency scored 30% and 31%. Science scored 21% proficiency. Based on 2019 December STAR data, low proficiency score is a trend among 5th grade scores. Contributing factors to the low performance are: teachers were unfamiliar with standards and unfilled vacancies as well as student discipline concerns in the classroom and low attendance by students.

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

5th grade math had the greatest decline according to 2019 FSA with 17% decline. Factors that contribute to math is 4/4 math teachers did not know the content this school year. Based on 2019 December STAR data, 4th grade ELA lowest 25% had the greatest decline.

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.

Based on 2019 FSA data, 5th grade Math and Science had the greatest gap. Contributing factors are in previous years, importance was not placed on science. 2019 is the first year 5th grade students received science instruction. Math had a gap because teachers were not familiar with standards and did not receive adequate support in instruction. 2018-2019 was the 1st year that 5th grade students were housed at Laurel. In previous years, science was not taught to the depth of each standard.

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

Based on December STAR data, the areas that showed the most improvement was Math and ELA learning gains and Math Learning gains of the bottom 25%. Students were strategically placed with teachers and were closely monitored. Students also received tutoring and math interventionist and UNISIG paras targeted bottom 25%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Area of concerns are the amount of students that scored level 1 on the December STAR assessment in ELA and Math.

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

1. Core Instruction (Teacher instruction & Student Engagement)
2. Student Attendance
3. Student Discipline
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: All students will receive grade level standards-based instruction to improve student achievement in core content areas. Students will be exposed to the intent and rigor of the grade level standard, which will build on their current level of learning closing the gap in proficiency. Previously, students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, tasks were below the grade level expectation. In 2018-19 more than 60% of the students in grades 3-5 earned a Level 1 or Level 2 on the state reading or mathematics assessment. All ESSA subgroups in 2018-19 except White performed below 32% in ELA, Mathematics and Science.

Measurable Outcome: As a result of standards-based instruction taught in core content areas, 42% of students will earn a level 3, 4, or 5 on the state reading assessment; 42% of students will earn a level 3, 4, or 5 on the state math assessment; and 40% of students will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored through grade level formative assessments and district progress monitoring tools.

Person responsible for monitoring outcome: Rodrick Gray (rodrick.gray@polk-fl.net)

Evidence-based Strategy: Utilize Common Planning in core content areas to facilitate:
 (1) the unpacking of grade level standards using content Item Specifications, Achievement Level Descriptors (ALDs) and district curriculum maps;
 (2) the analysis of student performance data;
 (3) the development of explicit whole group and small group instruction; and
 (4) the alignment of tasks to learning targets and success criteria.

Rationale for Evidence-based Strategy: Common Planning creates an environment of learning and collaboration among educators of common disciplines for the purpose of engaging in an in-depth examination of instructional standards aligned to benchmark expectations and intent, as well as providing opportunities for the sharing of best practices.

Action Steps to Implement

Extended Learning will be offered as a strategy to not only assist struggling students in ELA, science, and math, however, it will also be offered to students to accelerate learning. Reading, Math, and Science coach will prepare material for extended learning. Instructional supplies and materials purchased will be used to assist students and instructional personnel with the implementation of text as well as hands on material for extended learning.

Person Responsible: Rodrick Gray (rodrick.gray@polk-fl.net)

Title 1 and UNISIG ELA and Math interventionist, Title 1 & UNISIG paras, Basic Paras, ESOL Paras, and Reading, Math, and Science instructional coaches will work with bottom 25% students as well as other struggling students during Power Hour, ELA Small group, Math small group, and 4th and 5th grade Science small group. Paras and Interventionist will work face to face with students on campus and through Zoom, Teams, and Google Classroom for virtual students. Instructional supplies/ink and toner and materials purchased will be used to assist students and instructional personnel during small group instruction.

Person Responsible: Rodrick Gray (rodrick.gray@polk-fl.net)

Reading, Math, and Science school based science coach will lead out in standards based common and collaborative planning, virtually and face to face during district mandated planning time and as well as the option of after school and summer to ensure instructional goals are being addressed and met. Struggling teachers will be monitored through the district based coaching cycle procedures. Teachers will utilize curriculum maps, learning targets, success criteria, task for instructions and centers that are aligned to the depth of the standard. Ongoing professional development will occur to ensure teachers are receiving and using the most current and relevant practices in lesson plans and in teaching instruction.

Person Responsible Rodrick Gray (rodrick.gray@polk-fl.net)

Math, Science, and ELA Classroom library sets and Media Center books will be purchased along with Learning A-Z (Reading & Science) subscriptions to provide reading material for students and to strengthen their content knowledge with their ZPD. Through the subscriptions, teachers and coaches will be able to use ink and toner to print off instructional text for students to use during guided reading, math, and science small group as well as use at home to assist and aid in family engagement. Parents will have printable text that students have used in school to help continue to build reading skills at home.

Person Responsible Peter Larrousse (peter.larrousse@polk-fl.net)

Teachers will participate in up to 3 Professional Development book studies this year that align to the mission and vision of the school and district.

- (1) Principles to Actions: Ensuring Mathematical Success for All by National Council of Teachers and Mathematics.
- (2) Who's Doing The Work?; How to say less so readers can do more by Jan Burkins & Kim Yaris
- (3) Reciprocal Teaching at Work by Lori Oczkus

Person Responsible Rodrick Gray (rodrick.gray@polk-fl.net)

Through instructional technology, increase and monitor the use of Schoology, the districts learning management system as well as our computer based programs such as Accelerated Reader, Istation, Smarty Ants, Freckle, and other district and school based computer based programs. Students will use iPads and laptops to access computer based programs.

Person Responsible Rodrick Gray (rodrick.gray@polk-fl.net)

Consult the expertise of Educational Directions in the areas of academic management, academic review, and professional development to establish where students are and where they need to be by the time we take the 2021 Spring FSA Assessments.

Person Responsible Rodrick Gray (rodrick.gray@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: All students will receive PBIS, CHAMPS, and Sanford Harmony curriculum and instruction to improve student achievement, engagement, and academic performance in core content areas as well as non-instructional areas throughout campus. Teachers and staff will receive continuous training and PD throughout the school year to stay current with best practices. Through staff training, specific feedback and follow up conversations, students will be exposed to daily PBIS, CHAMPS, and Sanford Harmony content to encourage and reinforce positive behavior and choices as well as provide structures and procedures in the classroom to increase student engagement. Through higher engagement, students will be able to retain more content knowledge and apply it through classroom work, as well as formative and summative assessments.

Measurable Outcome: As a result of PBIS, CHAMPS, and Sanford Harmony instruction greater than 80% of students that are enrolled in face to face and eSchool will attend school no less than 90% of the time. No more than 5% of the student population will have 1 or more suspensions. Student seat time and engagement will increase with less absences and student disturbances in the classroom environment. Through higher engagement and seat time, 42% of students will score at or above level 3 on FSA Reading and Math assessments and 40% of 5th grade students will score at or above level 3 for the State Science Assessment.

Person responsible for monitoring outcome: Rodrick Gray (rodrick.gray@polk-fl.net)

Evidence-based Strategy: Utilize District Initiative CHAMPS, PBIS, & Sanford Harmony
 (1) the analysis of student behavioral & performance data;
 (2) the development of explicit behavioral strategies
 (3) on going professional development for teachers; and
 (4) the development of creating safe habits for a positive learning environment and positive school climate.

Rationale for Evidence-based Strategy: Behavior data and analysis will be discussed among all stakeholders and through teacher PD. Students will have consistent and proper implementation of PBIS, CHAMPS, and Sanford Harmony, teaching and student learning and engagement will increase.

Action Steps to Implement

Under the guidance of the district MTSS/PBIS team, Laurel will develop a school wide plan to ensure proper PBIS implementation and fidelity among teachers and staff.

Person Responsible Melinda Kiddle (melinda.kiddle@polk-fl.net)

Ongoing professional development through District MTSS/PBIS team, school based behavior interventionist, school guidance counselor, and school social worker. PD will include CHAMPS, PBIS, Multiple Intelligence, Sanford Harmony.

Person Responsible [no one identified]

MTSS/PBIS Team (Admin, guidance counselor, LEA facilitator, Behavior Interventionist, teacher representative) will meet monthly to monitor student referrals and create FBAs/BIPs when needed. Complete data analysis to present to staff and other stakeholders.

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

Weekly, Monthly, and Quarterly Academic, PBIS/CHAMPS/Sanford Harmony Awards and Recognition for students that are performing at or above level 3 or higher on quarterly assessments as well as STAR Progress monitoring assessments, actively engaged in the learning process and earning Class DOJO points. (Class Dojo will be used by every staff member to ensure fidelity, increase of more timely feedback, increase teacher and student engagement, and limit student distraction over tickets. An ample supply of ink and toner will aid in printing of the recognition certificates and awards for staff and students throughout the entire school year.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team will address ELA and Math proficiency concerns by ensuring all students, both on campus and eSchool, receive grade level standards-based instruction. The leadership team will meet weekly to discuss the strategies and support provided to Laurel teachers, which are tiered. Campus and virtual triangulation walk-throughs will also be done to ensure high quality instruction is being delivered. During the leadership team meetings, we will monitor students that scored below proficiency on 2019 Spring FSA, ELA and Math December 2019 STAR as well as September 2020 STAR to ensure they are receiving instruction from effective or highly effective teachers. The leadership team will create categorized Excel spreadsheets that will have ESSA subgroups and also categorized by campus and eSchool students. Ongoing data chats will take place with students and teachers and adjustments to teaching and learning strategies will be made according to the data chats. The leadership team will also ensure that those students will receive additional small group instruction and support from UNISIG and Title 1 interventionist and paras.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school addresses building a positive school culture and environment by implementing Sanford Harmony, a social-emotional learning program, at the beginning of each school day. PBIS and CHAMPS expectations are implemented and used not only daily but throughout the day in all areas of campus. Staff

newsletters, Facebook Live and other Social Media communication are done weekly and monthly, while School Advisory Council (SAC) is done 3 times a year and Community Assessment Team (CAT) is done twice a year to ensure all stakeholders are aware and current on the state of the school and it's progress. Each classroom, office area, and newsletter will have current school vision, mission, and goals posted to increase school grade.

The school will host Math, ELA, and Science nights, as well as Parent engagement activities nights during Hispanic Heritage and Black History Month open for all Laurel students, families, and stakeholders. These events will allow parents the opportunity to come on campus and learn new engaging strategies to practice with children at home. Parents and students will also receive materials such as books and math manipulatives to practice with at home.

For positive culture and environment among staff, teachers will receive various incentives and recognitions for attendance, having documentation turned in on time, and for promoting a positive environment in their classroom and around campus.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$371,249.65
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG	2.0	\$103,000.00
			<i>Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation - 1 Reading Interventionist, 1 Math Interventionist</i>			
	5100	210-Retirement	1611 - Laurel Elementary School	UniSIG		\$10,300.01
			<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		\$7,879.50
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		\$18,576.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		\$195.70
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			

Polk - 1611 - Laurel Elementary School - 2020-21 SIP

5100	150-Aides	1611 - Laurel Elementary School	UniSIG	4.0	\$58,094.06
		<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation - 4 Classroom Paras</i>			
5100	210-Retirement	1611 - Laurel Elementary School	UniSIG		\$5,809.41
		<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		\$4,444.20
		<i>Notes: Social Security -7.65% -Instructional personnel</i>			
5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		\$37,152.00
		<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		\$86.40
		<i>Notes: Life Insurance - Instructional personnel</i>			
5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		\$110.38
		<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
6300	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		\$45,477.30
		<i>Notes: Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours 41 teachers - 39 hours each</i>			
6300	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		\$7,768.68
		<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 7 coaches/ interventionists - 39 hours each</i>			
6300	140-Substitute Teachers	1611 - Laurel Elementary School	UniSIG		\$2,136.00
		<i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) 2 Provisionals - 39 hours each</i>			
6300	210-Retirement	1611 - Laurel Elementary School	UniSIG		\$5,538.21
		<i>Notes: Retirement - 8.47% -Coaches - School based /School paid</i>			
6300	220-Social Security	1611 - Laurel Elementary School	UniSIG		\$4,236.71
		<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
6300	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		\$105.21
		<i>Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science</i>			
5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		\$7,000.00
		<i>Notes: General Classroom supplies - paper, pencils, pens</i>			

	5100	644-Computer Hardware Non-Capitalized	1611 - Laurel Elementary School	UniSIG		\$31,520.00
			<i>Notes: iPads - 80</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1611 - Laurel Elementary School	UniSIG		\$6,472.00
			<i>Notes: iPad Cart - 4</i>			
	5100	519-Technology-Related Supplies	1611 - Laurel Elementary School	UniSIG		\$8,000.00
			<i>Notes: iPad cases - 80</i>			
	6200	610-Library Books	1611 - Laurel Elementary School	UniSIG		\$1,000.00
			<i>Notes: Books for Media Center</i>			
	5100	519-Technology-Related Supplies	1611 - Laurel Elementary School	UniSIG		\$4,489.21
			<i>Notes: Ink and Toner for instructional printing and copying</i>			
	5900	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		\$900.00
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 2 teachers, 23 hours per teacher</i>			
	5900	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		\$640.62
			<i>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 2 IP, 16 hours per IP</i>			
	5900	210-Retirement	1611 - Laurel Elementary School	UniSIG		\$154.06
			<i>Notes: Retirement</i>			
	5900	220-Social Security	1611 - Laurel Elementary School	UniSIG		\$117.86
			<i>Notes: SS</i>			
	5900	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		\$2.93
			<i>Notes: WC</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
					Total:	\$383,111.25