Laurel Elementary School

2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	**2020-21 Title I School**	**2020-21 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	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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 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.

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	Position Title	Job Duties and Responsibilities
Gray, Rodrick	Principal	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. 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.
Blackburn, Jennifer	Assistant Principal	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: - 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	Reading Coach	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

Name	Position Title	Job Duties and Responsibilities
		decisions. Responsibilities: 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	Other	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.
Estada, Joann	Science Coach	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. Responsibilities: 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.

Name	Position Title	Job Duties and Responsibilities
		4. Complete monthly status reports for the school administrators. 6. Participate fully in professional development opportunities and professional research and reading and science.
Arnold, Pamela	Math Coach	The Math 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. Responsibilities: 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.
	ELL Compliance Specialist	ESOL teacher will prepare course materials and design lessons that cover all aspects of the English language, whether written or verbal. Keep track of student progress and customize individualized plans for students with special requirements. Responsible for creating a positive class environment and encouraging students to reach their learning goals.

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.*

1

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

48

Total number of students enrolled at the school

973

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	147	147	152	142	180	143	0	0	0	0	0	0	0	911
Attendance below 90 percent	65	60	42	47	65	44	0	0	0	0	0	0	0	323
One or more suspensions	3	4	6	3	14	10	0	0	0	0	0	0	0	40
Course failure in ELA	18	17	19	52	57	70	0	0	0	0	0	0	0	233
Course failure in Math	12	14	8	67	43	50	0	0	0	0	0	0	0	194
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	49	22	24	0	0	0	0	0	0	0	95
Level 1 on 2019 statewide FSA Math assessment	0	0	0	77	79	82	0	0	0	0	0	0	0	238
Number of students with a substantial reading deficiency	60	42	55	2	0	0	0	0	0	0	0	0	0	159

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	2	2	3	28	30	33	0	0	0	0	0	0	0	98

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	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	51%	57%	36%	50%	56%
ELA Learning Gains				37%	51%	58%	36%	51%	55%
ELA Lowest 25th Percentile				39%	49%	53%	38%	45%	48%
Math Achievement				31%	57%	63%	43%	58%	62%
Math Learning Gains				31%	56%	62%	43%	56%	59%
Math Lowest 25th Percentile				36%	47%	51%	50%	44%	47%
Science Achievement				21%	47%	53%		53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	34%	52%	-18%	58%	-24%
Cohort Comparison						
04	2021					
	2019	28%	48%	-20%	58%	-30%
Cohort Comparison		-34%				
05	2021					
	2019	25%	47%	-22%	56%	-31%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	56%	-22%	62%	-28%
Cohort Comparison						
04	2021					
	2019	28%	56%	-28%	64%	-36%
Cohort Comparison		-34%				
05	2021					
	2019	22%	51%	-29%	60%	-38%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	19%	45%	-26%	53%	-34%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Early Lit was used for 1st grade. The remaining grade level used STAR Reading. All grade level used STAR Math.

District based science quarterly was used for 5th grade science.

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	35	36
	Economically Disadvantaged	36	23	28
	Students With Disabilities	14	20	19
	English Language Learners	44	21	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	48	31
	Economically Disadvantaged	43	42	23
	Students With Disabilities	18	33	15
	English Language Learners	45	38	26

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	36	26
	Economically Disadvantaged	29	35	26
	Students With Disabilities	16	23	14
	English Language Learners	16	15	18
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	28	28
	Economically Disadvantaged	36	35	31
	Students With Disabilities	33	27	30
	English Language Learners	38	29	32

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	36	34
	Economically Disadvantaged	31	30	29
	Students With Disabilities	10	12	11
	English Language Learners	22	20	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	28	28
	Economically Disadvantaged	27	26	23
	Students With Disabilities	13	12	14
	English Language Learners	13	12	14
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	23	41
	Economically Disadvantaged	20	14	30
	Students With Disabilities	6	1	4
	English Language Learners	4	0	2

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	41	57	11	27	45	18				
ELL	29	55	82	29	32	25	20				
BLK	25	43		17	21		24				
HSP	37	48	70	28	30	48	27				
WHT	41	36		37	43		38				
FRL	27	42	63	23	25	42	24				
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	43	45		60	53		53				
FRL	26	36	42	29	32	43	19				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	26
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Winter STAR and Assessments showed adequate gains for reading and math core subjects. Spring Assessments had slight decreases in both reading and math in multiple grades. ESSA Subgroups SWD & ELL performed significantly lower in all content areas on 2020-21 STAR Assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to data components, ESSA Subgroups SWD & ELL demonstrate the greatest need for improvement. Both subgroups performed significantly lower in all content areas on 2020-21 STAR Assessments. On Spring STAR, SWD scored at 18% proficiency in ELA and 26% in math. ELL scored 26% in ELL and 31% in Math. All other targeted subgroups scored at or above 34% proficiency for reading and math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The school did not have a guidance counselor for majority of the year nor an ESOL teacher. MTSS and ESOL procedures and routines were not followed with fidelity and lack of targeted support for ESE and ELL students.

The ESE Self-Contained teacher had significant amounts of absences leaving the class to be covered by substitutes and paras. Very minimum learning gains took place as a result for campus based and virtual based students.

Only 2 ELL paras serviced the entire ELL population, and many students did not receive adequate services.

Actions to address this need is provide additional ongoing professional development for teachers that focus on MTSS and strategies, not just at the beginning of the year. in addition to teachers providing accelerated instruction for targeted students, UniSIG, Title 1, and ELL paras will provide targeted instruction using strategies specifically for ELL and ESE students.

After school tutoring will take place targeted ELL and ESE population to accelerate learning.

After school planning will take place for teachers to look at student work and adjust lesson plans and interventions.

An ESOL teacher was hired to assist with pulling targeted small groups.

SWD will be strategically placed with teachers to be provided support by both the classroom teacher and the inclusion teacher.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th grade Science. Increased from 21% proficiency on Spring 2018 FSA to 31% on the district Q3 assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

School based science coach was actively involved with planning, teaching instruction and student learning.
District based science coach was actively involved with planning and teacher instruction.
Increased level of hands-on learning
Increased usage of Science Stem Scopes and Science Writing
Science integrated into the Power Hour block.

What strategies will need to be implemented in order to accelerate learning?

Teach standards-based instruction at high level and rigor. "Do not teach down".
Increase writing of new learning with standards-based rubric.
Build Vocabulary & Fluency
After school acceleration tutoring focusing on high impact standards and skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Quarterly PD on MTSS & ELL School wide data and strategies.
Based on administrator calibrated walkthrough using progress monitoring tool, lesson plans, and conversations in collaborative planning, PD on Demand provided by PCS Professional Development Department will be highly recommended.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Support staff such as UniSIG, Title 1 paras and interventionist provide targeted support to Kinder, 1st, and 2nd grade students.

Content Nights (Math, Science, Reading) as well as parent nights focused on ELL and ESE students to model strategies as well as provide parents with resources for home will be provided.

Summer planning to take place directly after the end of the school year to begin planning and framework for following year.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Students in ESSA SWD and/or ELL subgroups that performed below proficiency on 2021 Spring FSA and 2021-22 Fall STAR will receive targeted intervention and accelerated support to improve student achievement in core content areas. On Spring 2020-2021 STAR Assessment, SWD scored at 18% proficiency in ELA and 26% proficiency in math. ELL students scored at 26% in ELL and 31% in Math.
Measurable Outcome:	As a result of targeted intervention and accelerated support, 42% of students in ESSA SWD and/or ELL subgroups will score profiency on 2022 Spring FSA and 2021-2022 Spring STAR Assessment
Monitoring:	Collaborative planning protocols in place to monitor efficacy. Students in ESSA SWD and/or ELL subgroups will be identified for teachers. Identified students daily exit tickets and formative assessments (STAR, Module, Reading Wonders) will be used as talking points during collaborative planning to adjust instruction if needed. Collaborative walkthroughs by administration and academic coaches using monitoring tool to document teacher instruction and student learning and to determin outcomes of collaborative plannign impact on subgroups. Monthly data meeting with Administration, ESOL Teacher, Guidance Counselor, and LEA Facilitator to monitor school wide data of SWD and ELL students.
Person responsible for monitoring outcome:	Rodrick Gray (rodrick.gray@polk-fl.net)
Evidence-based Strategy:	Utilize Common Planning in core content areas to facilitate: * Calibrating Walks by administration and instructional coaches using progress monitoring tool. * Analysis of student performance data during collabortive planning. * Development of explicit whole group and small group instruction. * Remediation to Acceleration teacher strategies
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. Common planning will be done during school, afterschool, and during the summer.

Action Steps to Implement

Extended Learning will be offered to students in ESSA SWD and/or ELL subgroups to accelerate learning. Reading, Math, Science coach as well as ESOL Teacher 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. Instructional supplies/ ink and toner and materials purchased will be used to assist students and instructional personnel during extended learning.

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

Title 1 and UNISIG interventionist and paras, Basic Paras, ESOL Paras and ESOT Teacher, will work with bottom 25%, SWD, and ELL students during Power Hour, ELA Small group, Math small group, and 4th

and 5th grade Science small group to accelerate learning. 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 to ensure instructional goals are being addressed and met.

Administration will lead after school and summer planning as a time to view student work samples and make adjustments accordingly.

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. Tier 2 & Tier 3 teachers will be provided specific PD and participate in studio labs based on needs.

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

Math, Science, and ELA Classroom library sets and Media Center books will be used 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 printable 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 and to cotinue to build reading skills while at home.

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

Computer based programs such as Accelerated Reader, Istation, Smarty Ants, Freckle, and other district and school based computer based programs will be used during small group instruction and Power Hour. Students will use iPads and laptops to access computer based programs.

Schoology will be used as a tool to re-engage students that are temporarily removed from the classroom.

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

Ongoing professional development will occur to ensure teachers are receiving current, relevant and specific ELL and MTSS strategies to incorporate in lesson plans and in teaching instruction.

Tier 2 & Tier 3 teachers will be provided specific PD and participate in studio labs based on needs.

Administration will use 3 books for PD, motivation, and daily/weekly communication throughout the year
i. Chasing Greatness by Mike Roberts
ii. Who's Doing the Work by Jan Burkins & Kim Yaris
iii. Principles to Actions: Ensuring mathematical Success for All by NCTM

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 MTSS, PBIS, & CHAMPS instruction to improve school attendance, engagement & achievement in core content areas as well as conduct throughout campus. Teachers and staff will receive continuous training and PD throughout the school year to stay current with best practices for academic 7 behavioral MTSS Tier 1, 2 & 3 procedures and intervention. Only 61% of students attended school at or above 90% of the time. 7% of the 202-2021 campus learners received 1 or more documented referral. With all students being on campus for the 2021-22 school year, the goal will be to maintain 7% or fewew students that receieve more than 1 documented referral.
Measurable Outcome:	As a result of consistent MTSS PBIS & CHAMPS implementation, greater than 75% of students will attend school no less than 90% of the time. No more than 7% of the student population will have 1 or more documented referral. No more than 5% of the student population will have 1 or more out of school suspension. Through higher attendance and engagement and less classroom districtions, 42% of students will be proficient on the 2022 Spring STAR and FSA Assessments.
Monitoring:	Calibrated walkthroughs by administration and behavior interventionist using monitoring tool to document student attendance & engagement in relation to proficiency. Google document form will be used as a tool to monitor student engagement. Tool will allow administration to track trends accross the grade level and school. Monthly data meeting with Administration, behavior interventionist, and grade level grade chair to monitor school wide data of referral and suspension data. Monthly data meeting with Guidance Counselor and District Social Worker to monitor student attendance. Monitor attendance weekly to determine efficacy and compare student attendance in relation to proficiency.
Person responsible for monitoring outcome:	Jennifer Blackburn (jennifer.blackburn@polk-fl.net)
Evidence-based Strategy:	Utilize District & School MTSS, CHAMPS, PBIS to: analysis of student behavioral & performance data; monitor the development of explicit behavioral strategies implement on going professional development for teachers foster 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 and accurate MTSS & PBIS implementation with 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,

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

MTSS/PBIS Team (Admin, guidance counselor, LEA facilitator, Behavior Interventionist, teacher representative) will meet monthly to monitory 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)

Ongoing (weekly, monthly, quarterly) class and school awards and recognition for students that are: performing at proficiency level on assessments,
earning Class Dojo points through the school wide PBIS system
attend school higher than 90% of the time,
Zero discipline referrals or suspensions

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students in 3rd through 5th grade that scored below profiency on their 2020-2021 FSA Spring Reading Assessment and their 2021-2022 Fall Star Assesssment will receive targeted intervention through teacher and inteventionist led guided reading small group support to improve reading achievement.
Measurable Outcome:	As a result of intervention through teacher and inteventionist led guided reading small group support, 50% of studetns in grade levels 3rd - 5th will score profiency on the 2022 Spring FSA Assessment and 2021-2022 Spring STAR Assessment.
Monitoring:	Using a progress monitoring tool that allows the teacher to track student progression of standards for each standard and learning target. Also through targeted data meetings and PLCs of analyzing reading data and analyzing student reading task with common rubric and expectations.
Person responsible for monitoring outcome:	Rodrick Gray (rodrick.gray@polk-fl.net)
Evidence-based Strategy:	Analysis of student performance during PLCs & Collaborative Planning Targeted Intervention of students below proficiency levels Callibrated walks using task aligning tool and progress monitoring tool.
Rationale for Evidence-based Strategy:	PLCs will allow the teacher to enhance learning of expectations of students at each level of a rubric. Using an instructional task, teachers will score student work and share and discuss student work, expectations and next steps and resources for guided reading small group. Common planning will be used as a time to select the instructional task for students as well as to make adjustments to lesson plans for whole group instruction.

Action Steps to Implement

Reading interventionist and paras will be used to support teacher led guided reading small group instruction by pulling small groups of targeted students to work on task aligned to standards.

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

Schoology, Reading A-Z as well as iReady will be used as a resource to pull resources and materials for guided reading small groups.

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

PLCs will be used as a time for teachers to learn small group strategies and how to use resources for reading small groups.

Planning will be used as a time to create an effective lesson plan for whole group instruction to ensure students are working on tasks aligned to the depth of the standard.

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

After school tutoring will be used for small group reading focusing on Tier 2 students.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary area of concern that the school will monitor will be discruption in and out of the classroom.

The school's behavior and discipline data will be monitored through biweekly leadership team meetings that will include the behavior interventionist as well as grade level grade chairs, guidance councelor and LEA facilitator. We will review Class Dojo data, which is the school wide PBIS tracking tool, as well as review FOCUS platform referral and discipline data. The school wide discipline plan will also outline how students and staff will be rewarded for positive actions that result in the overall improvement of the culture and environment.

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.

The school addresses building a positive school culture and environment by implementing daily PBIS and CHAMPS expectations in all areas of campus. Staff newsletters, Facebook Live and other Social Media communication are done weekly and monthly, while School Advisory Council (SAC) meets 3 times a year and Community Assessment Team (CAT) meets twice a year to ensure all stakeholders are aware and current on the state of the school and its 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.

Every morning we start off with morning announcements, pledge to the flag, a moment of silence, and the reciting of our school mission. We have a "SpotLight" board where we recognize teachers who are shining in the particular domain that we are concentrating on during the year. The Principal keeps the staff motivated with a weekly newsletter. In there he gives them a motivational message, he keeps them

informed of upcoming events and deadlines, he reminds them of our "look fors", and finally he gives at least 3 "shout outs" to staff members.

The Assistant Principal sends out a daily morning message. In this message she reminds the teachers of what is happening for that particular day.

The school has a "Happy Cart". This is a cart that isfilled with snacks and goodies for the teachers to enjoy. IT serves teachers around 5 times throughout the year.

Administrators are in classrooms daily, for not only evaluation and monitoring, but also for teacher support with instruction and/or behavior.

The school will partner with various businesses and organizations in the community to ensure a safe and halthy environment. At least twice a year, the school will hold Community Assessment Team Meetings (CAT) that will allow the school and various businesses and organizations have dialouge regarding decisions that impact the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Various stakholder role to help promote a positive culture are:

Administrators: Monitor adequate yearly academic and behavioral progress to meet accountability expectations. Conducts classroom walkthroughs to identify, tier, and offer support to staff.

Staff: Promote professional efficacy and job satisfaction.

Parents: To promote pride, success, and opportunity for the students they care about.

Students: To achieve personal success throughout school, future opportunity

Businesses & Community Organizations: To promote success and opportunity for the schools in their community.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$417,419.64
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG	2.0	$115,370.39
			Notes: Other Certified Instructional Personnel - School based/District paid Interventionist who work with small groups of students in need of remediation 1 Reading Interventionist 1 Math Interventionist			
	5100	210-Retirement	1611 - Laurel Elementary School	UniSIG		$12,483.08
			Notes: Retirement- 10.82% - Instructional Personnel -			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		$8,825.84

			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		$27,864.00
			Notes: Health and Hospitalization- Instructional Personnel			
	5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		$64.80
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$219.20
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5100	150-Aides	1611 - Laurel Elementary School	UniSIG	4.0	$58,620.12
			Notes: Aides Paraprofessionals - Salaries -- 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		$6,234.70
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	1611 - Laurel Elementary School	UniSIG		$4,484.44
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1611 - Laurel Elementary School	UniSIG		$27,804.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1611 - Laurel Elementary School	UniSIG		$64.80
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$111.38
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5900	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$20,973.60
			Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 15 Teachers, 72 hours each @ $19.42 per hour			
	5900	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$2,796.48
			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 Coaches/Interventionists, 72 hours each @ $19.42 per hour			
	5900	140-Substitute Teachers	1611 - Laurel Elementary School	UniSIG		$5,400.00
			Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 5 Provisionals, 72 hours each @ $15 per hour			
	5900	210-Retirement	1611 - Laurel Elementary School	UniSIG		$3,156.20

			Notes: Retirement - 10.82% - Instructional personnel for extended learning			
	5900	220-Social Security	1611 - Laurel Elementary School	UniSIG		$2,231.51
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$55.42
			Notes: Workers Compensation -.19% - Instructional personnel for extended learning			
	6300	120-Classroom Teachers	1611 - Laurel Elementary School	UniSIG		$33,112.80
			Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours - 20 Teachers, 24 hours each @ $35 per hour - 35 Teachers, 24 hours each @ $19.42 per hour			
	6300	130-Other Certified Instructional Personnel	1611 - Laurel Elementary School	UniSIG		$9,142.56
			Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists - 7 Coaches/ Interventionists, 24 hours each @ $35 per hour - 7 Coaches/Interventionists, 24 hours each @ $19.42 per hour			
	6300	140-Substitute Teachers	1611 - Laurel Elementary School	UniSIG		$3,600.00
			Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification) - 5 Provisionals, 24 hours each @ $15 per hour - 5 Provisionals, 24 hours each @ $15 per hour			
	6300	210-Retirement	1611 - Laurel Elementary School	UniSIG		$4,961.55
			Notes: Retirement - 10.82%- Curriculum Planning			
	6300	220-Social Security	1611 - Laurel Elementary School	UniSIG		$3,507.94
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1611 - Laurel Elementary School	UniSIG		$87.13
			Notes: Workers Compensation - .19% - Curriculum Planning			
	5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		$19,292.23
			Notes: Office Supplies - Paper, pencils, notebooks, folders, markers, post its, etc..			
	5100	644-Computer Hardware Non-Capitalized	1611 - Laurel Elementary School	UniSIG		$29,176.00
			Notes: Computer Hardware Non-Capitalized - $250.00 to $999.99 - 74 iPads			
	5100	519-Technology-Related Supplies	1611 - Laurel Elementary School	UniSIG		$7,397.00
			Notes: Technology-Related Supplies 74 iPad Cases			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1611 - Laurel Elementary School	UniSIG		$4,855.00
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 3 iPad Carts			

	5100	510-Supplies	1611 - Laurel Elementary School	UniSIG		$3,460.08
			Notes: Classroom libraries			
	5900	310-Professional and Technical Services	1611 - Laurel Elementary School	UniSIG		$2,067.39
			Notes: LRC Tutoring Contract			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$432,748.75