



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Laurel Elementary School  
1851 LAUREL AVE  
Poinciana, FL 34759  
863-427-1375  
<http://schools.polk-fl.net/laurellions>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 53%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 90%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Laurel Elementary School

##### Principal

Julia Allen

##### School Advisory Council chair

Denisse Santos

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Julia Allen	Principal
Jennifer Blackburn	Assistant Principal
Shawn Albritton	Media Specialist
Sandra Haber	Guidance Counselor
Maribel Martinez-Perez	School Psychologist
Allison Crutchfield	Network Manager

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

SAC members review and approve the School Improvement Plan. Throughout the year, the SAC provides input and ideas to help develop the SIP.

#### Activities of the SAC for the upcoming school year

The SAC will review student achievement data and help guide the writing of the School Improvement Plan. The SAC will also give input on how to improve Laurel Elementary.

**Projected use of school improvement funds, including the amount allocated to each project**

NA

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Julia Allen</b>		
Principal	Years as Administrator: 11	Years at Current School: 6
<b>Credentials</b>	BS, MS Certified Elem. Ed K – 6, Ed. Leadership K - 12, Principal Certification, ESOL endorsed, and certified by the National Board for Professional Teaching Standards	
<b>Performance Record</b>	<p>Laurel Elementary – 2012-2013                      School Grade – 3                      Meeting High Standards                      Reading 48%                      Math 39%                      Writing 38%                      Science 49%                      Making Learning Gains                      Reading 71%                      Math 39%%                      Lowest 25%                      Reading 74%                      Math 38%</p> <p>Laurel Elementary – 2011-2012                      School Grade – B                      Meeting High Standards                      Reading 47%                      Math 54%                      Writing 73%                      Science 45%                      Making Learning Gains                      Reading 66%                      Math 75%%                      Lowest 25%                      Reading 71%                      Math 73%</p> <p>Laurel Elementary – 2010-2011                      School Grade – C                      Meeting High Standards                      Reading 70%                      Math 66%                      Writing 61%                      Science 46%                      Making Learning Gains                      Reading 61%                      Math 51%%                      Lowest 25%                      Reading 52%                      Math 50%                      AYP-77%</p> <p>Laurel Elementary – 2009-2010                      School Grade – A                      Meeting High Standards                      Reading 75%</p>	



Math 75%  
Writing 87%  
Science 49%  
Making Learning Gains  
Reading 70%  
Math 74%  
Lowest 25%  
Reading 54%  
Math 72%  
AYP-92%  
Laurel Elementary – 2008-09  
School Grade – A  
Meeting High Standards  
Reading 69%  
Math 70%  
Writing 58%  
Science 36%  
Making Learning Gains  
Reading 73%  
Math 79%  
Lowest 25%  
Reading 64%  
Math 77%  
AYP-100%  
Laurel Elementary 2007-08  
School Grade – D  
Meeting High Standards  
Reading 57%  
Math 53%  
Writing 46%  
Science 31%  
Making Learning Gains  
Reading 55%  
Math 56%  
Lowest 25%  
Reading 72%  
Math 55%  
AYP – 72%  
Total:  
Reading 48%  
Math 45%  
Black:  
Reading 42%  
Math 45%  
Hispanic:  
Reading 50%  
Math 43%  
Reading 45%  
Math 43%  
ELL:  
Reading 25%

Math 19%  
Ben Hill Griffin, Jr. 2006- 07  
School Grade –A  
Meeting High Standards  
Reading 77%  
Math 70%  
Writing 80%  
Science 52%  
Making Learning Gains  
Reading 81%  
Math 65%  
Lowest 25%  
Reading 62%  
Math 82%  
AYP - No

**Jennifer Blackburn**

Asst Principal

Years as Administrator: 6

Years at Current School: 0

**Credentials**

BS, Elementary Education  
MS, Educational Leadership

**Performance Record**

Laurel Elementary – 2012-2013  
School Grade – 3  
Meeting High Standards  
Reading 48%  
Math 39%  
Writing 38%  
Science 49%  
Making Learning Gains  
Reading 71%  
Math 39%%  
Lowest 25%  
Reading 74%  
Math 38%  
Palmetto Elementary – 2011-2012  
School Grade – C  
Meeting High Standards  
Reading 48%  
Math 58%  
Writing 80%  
Science 39%  
Making Learning Gains  
Reading 76%  
Math 58%  
Lowest 25%  
Reading 77%  
Math 56%  
Palmetto Elementary – 2010-2011  
School Grade – C  
Meeting High Standards  
Reading 57%  
Math 71%  
Writing 82%  
Science 49%  
Making Learning Gains  
Reading 51%  
Math 60%  
Lowest 25%  
Reading 45%  
Math 63%  
Palmetto Elementary – 2009-2010  
School Grade – B  
Meeting High Standards  
Reading 67%  
Math 74%  
Writing 85%

Science 46%  
 Making Learning Gains  
 Reading 62%  
 Math 66%  
 Lowest 25%  
 Reading 57%  
 Math 59%  
 Palmetto Elementary – 2008-09  
 School Grade – A  
 Meeting High Standards  
 Reading 71%  
 Math 80%  
 Writing 91%  
 Science 37%  
 Making Learning Gains  
 Reading 69%  
 Math 73%  
 Lowest 25%  
 Reading 68%  
 Math 74%  
 Palmetto Elementary 2007-08  
 School Grade – A  
 Meeting High Standards  
 Reading 63%  
 Math 67%  
 Writing 76%  
 Science 32%  
 Making Learning Gains  
 Reading 63%  
 Math 83%  
 Lowest 25%  
 Reading 67%  
 Math 79%

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**NA**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

40

**# receiving effective rating or higher**

40, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

40, 100%

**# ESOL endorsed**

25, 63%

**# reading endorsed**

1, 3%

**# with advanced degrees**

16, 40%

**# National Board Certified**

1, 3%

**# first-year teachers**

3, 8%

**# with 1-5 years of experience**

7, 18%

**# with 6-14 years of experience**

19, 48%

**# with 15 or more years of experience**

11, 28%

**Education Paraprofessionals**

**# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Utilize the district's Recruitment and Hiring System - Principal and Assistant Principal
2. Partnering new teachers with veteran teachers - Principal, Assistant Principal
3. Mutli-tiered systems of support for teachers - Principal, Assistant Principal
4. Collaborative teams supported by administration which meet weekly for team planning - Principal, Assistant Principal
5. Professional development - Principal, Assistant Principal

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beginning teachers and teachers new to the school are assigned to an experienced teacher who serves as a collaborative resource. Bi-weekly rookie roundtable sessions will be held to provide teachers with PD on school-based programs and high effect size strategies. Additionally, new teachers participate in the Teacher Induction Program Seminar provided by the district

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team is a part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve, needed interventions on a systematic level, and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out interventions plans.

### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Julia Allen - Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Jennifer Blackburn – Assistant Principal

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes

existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Sandra Haber – Guidance Counselor

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Maribel Martinez-Perez - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Edie Rodgers - Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

On-going progress monitoring is scheduled by the District and implemented school wide. FAIR and Discovery are used for Reading, Math, and Science. The reports these programs generate is what will be reviewed by the leadership team and plans will be developed for progress. Writing will be monitored monthly when we implement "Writing MOCK FCAT sessions". Student writing samples will be evaluated by the FCAT rubric. Writing folders with writing samples will be maintained and reviewed by the Leadership team quarterly. District based Genesis data will be used to monitor behavior and attendance.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Tier 1: Academics: We will use FAIR for Reading, and Discovery for Math and Science. School-wide prompts will be used for writing developed by teachers and the leadership team, Benchmark tests for Science grades 3 and 4 as well as end of the year unit tests and STAR.

Tier 2 Academics: We will use the results of Fountas and Pinnell Benchmark Assessment System for Reading and Discovery Broad Diagnostics for Math, in addition to all of the data sources for Tier 1. Monthly writing prompts will be done on our Writing MOCK FCAT Day once a month. These will be evaluated by the FCAT rubric.

Tier 3 academics: We will gather information from Tier 1 and Tier 2 evaluations as well as include Leveled Literacy Intervention assessment data for reading and Discovery Targeted Diagnostics for math and science. IDEA's and Progress reports will be used to retrieve data and EXCEL will be used for summary purposes as needed.

Tier 1 Behavior: The Leadership Team/PBS Team will use reports from Genesis to watch for trends in behaviors and attendance of all of our students.

Tier 2 Behavior: Check in-Check out program will be in place for students with frequent absences or tardies. Parents will be notified of concerns by letter/phone call. Behavior plans will be created for students struggling with high numbers of behavioral referrals. Both programs will be managed by members of the leadership and PBS teams.

Tier 3 Behavior: Students with chronic attendance issues will be referred to the school social worker for investigation. Students who have not responded to their behavior plan will have a Behavioral Intervention

Plan developed and a Functional Behavior Plan will be developed by the Guidance Counselor with assistance of the school Psychologist.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional learning will be provided during the teachers' common planning time, during planning week in August 2013 and additional sessions will occur throughout the year. The MTSS Overview will be provided in mid-August by the school Psychologist. The MTSS Leadership Team will evaluate additional staff professional development needs during the monthly MTSS Leadership Team meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:** 1,980

At risk students, in grades 3-5, will be provided 3 hours of after school tutoring per week in reading and math. Tutoring will run for 11 weeks from January to April.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will take a pre- and post-test in both reading and math. This data will be analyzed to determine growth as well as compared with FCAT data when received from the state.

**Who is responsible for monitoring implementation of this strategy?**

Principal and assistant principal are responsible for monitoring the implementation of the tutoring program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Julia Allen	Principal
Jennifer Blackburn	Assistant Principal
Shawn Albritton	Media Specialist
Allison Crutchfield	Network Manager
Denise Baptiste	ESE Teacher

**How the school-based LLT functions**



The school-based LLT meets bi-monthly to review data, identify opportunities for enrichment, and intensive interventions for students based on FAIR, Fountas and Pinnell LLI, and Action 100 data. The team will analyze and discuss current reading related data to determine focus of instruction in the classroom. The LLT's roles and functions are to act as a resource and model for teachers, and to coach teachers in areas of teacher or student need.

**Major initiatives of the LLT**

The major initiatives of the LLT this year will be: increasing the implementation of Action 100 with fidelity in all classrooms, increase teacher usage of data to drive instruction, analysis of FAIR Assessment Data to identify areas of academic weakness for remediation, analysis of FCAT to identify areas of academic weakness for remediation, implement increased iii time for all students not proficient in reading, increase utilization of written summarization in all content areas, implement Reading Wonders with fidelity.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Laurel Elementary has School Readiness, Voluntary PreK, ESE, and Head Start Pre-K classes. In the spring of each year, Laurel does early registration and parents are provided with backpacks filled with manipulatives, books, and other items to prepare students for kindergarten. In order to determine readiness rates of transitioning PreK students to kindergarten, Laurel uses a variety of readiness tools within the first thirty days of school. These include: FLKRS, FAIR, teacher made assessments, and teacher observation. The kindergarten teachers administer these assessments. As a result of these screening, the kindergarten teachers and administration are able to target specific needs for intervention. The Assistant Principal is available as a resource to provide feedback on reading test results and to recommend instructional strategies. In addition, during May of each year, PreK students visit the KG classrooms to become familiar with the KG classroom.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

NA

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

NA

**Strategies for improving student readiness for the public postsecondary level**

NA

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	48%	No	62%
American Indian				
Asian				
Black/African American	49%	48%	No	54%
Hispanic	58%	47%	No	62%
White	63%	55%	No	66%
English language learners	36%	37%	Yes	42%
Students with disabilities	25%	22%	No	33%
Economically disadvantaged	55%	47%	No	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	25%	31%
Students scoring at or above Achievement Level 4	43	18%	22%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	27	74%	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	72	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	34%	41%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	33	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	12%	18%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	39%	No	60%
American Indian				
Asian				
Black/African American	43%	32%	No	48%
Hispanic	60%	36%	No	64%
White	47%	64%	Yes	52%
English language learners	40%	37%	No	46%
Students with disabilities	28%	30%	Yes	36%
Economically disadvantaged	53%	37%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	22%	30%
Students scoring at or above Achievement Level 4	23	9%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	70	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	48%	53%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	26%	34%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	337	90%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	79	17%	15%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	52	60%	50%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	4%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

See Parental Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the effectiveness of instruction and instructional delivery in all subjects.
- G2.** Increase student engagement schoolwide

## Goals Detail

**G1. Increase the effectiveness of instruction and instructional delivery in all subjects.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School

**Resources Available to Support the Goal**

- coaches
- professional development and training
- iii
- Polk Writes
- Reading Wonders
- Action 100 Reading program
- technology
- LLI
- PBS
- WBT
- bby math resources
- Thinking Maps
- Kagan
- LFS
- Professional library books
- Science lab
- Accelerated reader
- Math Facts in a Flash
- FAIR
- Discovery
- iStation
- Go Math Common Core and Think Central

**Targeted Barriers to Achieving the Goal**

- lack of collaborative planning
- instructional delivery
- lack of differentiated instruction
- lack of systematic support for teachers

**Plan to Monitor Progress Toward the Goal**

lesson plans

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

lesson plans and classroom observations

**G2. Increase student engagement schoolwide**

**Targets Supported**

- Writing
- Social Studies
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

**Resources Available to Support the Goal**

- School-wide behavior plan, technology, coaches, community eligibility option ensures all students will have access to breakfast and lunch, Kagan

**Targeted Barriers to Achieving the Goal**

- Clear expectations for acceptable student behavior and classroom procedures
- Instructional pacing

**Plan to Monitor Progress Toward the Goal**

classroom observations

**Person or Persons Responsible**

Principal, assistant principal

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

classroom observations



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the effectiveness of instruction and instructional delivery in all subjects.

**G1.B1** lack of collaborative planning

**G1.B1.S2** provide teachers with common planning time

#### Action Step 1

master schedule

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

weekly

#### Evidence of Completion

master schedule

#### Plan to Monitor Fidelity of Implementation of G1.B1.S2

master schedule

#### Person or Persons Responsible

Principal and assistant principal

#### Target Dates or Schedule

weekly

#### Evidence of Completion

weekly planning schedules

### Plan to Monitor Effectiveness of G1.B1.S2

weekly planning time

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

master schedule

### G1.B1.S3 administrators facilitate collaborative planning

**Action Step 1**

administration will meet with grade level teams to facilitate common planning

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

Sept, 3, 2013

**Evidence of Completion**

lesson plans and classroom observations

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

weekly planning sessions

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations

## Plan to Monitor Effectiveness of G1.B1.S3

weely planning sessions

### Person or Persons Responsible

Principal and assistant principal

### Target Dates or Schedule

ongoing

### Evidence of Completion

lesson plans and classroom observations

## G1.B2 instructional delivery

### G1.B2.S5 unpack the standards to determine the content at each grade level

#### Action Step 1

PD in Common Core Standards

#### Person or Persons Responsible

Principal, Assistant Principal, teachers who attended Common Core Summer Institute

#### Target Dates or Schedule

Weekly during grade level meetings

#### Evidence of Completion

sign in sheets

#### Facilitator:

Principal

#### Participants:

teachers

### Plan to Monitor Fidelity of Implementation of G1.B2.S5

Lesson plans to ensure assignments meet the rigor required by Common Core

**Person or Persons Responsible**

Principal and Assistant Principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

assignments in lesson plans and classroom observations

### Plan to Monitor Effectiveness of G1.B2.S5

Assignments

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

weekly

**Evidence of Completion**

lesson plans and classroom observations

**G1.B2.S8** model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.

**Action Step 1**

PD in using Think-Aloud strategies

**Person or Persons Responsible**

Principal, assistant principal, teachers, reading coach

**Target Dates or Schedule**

Sept. 17

**Evidence of Completion**

sign-in sheets, tickets out the door

**Facilitator:**

Principal, assistant principal

**Participants:**

Principal, assistant principal, teachers, reading coach

**Plan to Monitor Fidelity of Implementation of G1.B2.S8**

lesson plans, classroom observations

**Person or Persons Responsible**

Principal, assistant principal

**Target Dates or Schedule**

weekly walkthroughs

**Evidence of Completion**

lesson plans, classroom observations

## Plan to Monitor Effectiveness of G1.B2.S8

classroom observations and student conferences

### Person or Persons Responsible

Principal, assistant principal

### Target Dates or Schedule

weekly walkthroughs

### Evidence of Completion

classroom observations and student conferences

## G1.B7 lack of differentiated instruction

**G1.B7.S1** analyze performance and assessment data and use as a basis for providing specific levels of DI.

### Action Step 1

FAIR, Discovery, classroom assessments

### Person or Persons Responsible

Principal, assistant principal, reading coach, and teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

lesson plans and classroom observations

### Facilitator:

Principal, assistant principal, reading coach

### Participants:

teachers

### Plan to Monitor Fidelity of Implementation of G1.B7.S1

Lesson plans

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Classroom observations and lesson plans

### Plan to Monitor Effectiveness of G1.B7.S1

lesson plans and classroom observations

**Person or Persons Responsible**

Principal and Assistant Principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

FAIR, FCAT, classroom assessments

**G1.B7.S3** meet regularly with administration to redirect instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.

**Action Step 1**

student assessment data and lesson plans

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations

**Facilitator:**

Principal, assistant principal, and reading coach

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of G1.B7.S3**

lesson plans

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations



**Plan to Monitor Effectiveness of G1.B7.S3**

lesson plans

**Person or Persons Responsible**

Principal and assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations

**G1.B15** lack of systematic support for teachers

**G1.B15.S1** Teacher leaders can provide coaching/mentoring support

**Action Step 1**

Identify teacher leaders

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

evaluations

**Action Step 2**

Pair teacher leaders with teachers

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013 and as needed

**Evidence of Completion**

mentoring assignments

**Action Step 3**

Teacher leaders provide assistance

**Person or Persons Responsible**

Administration, teacher leaders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

classroom observations

**Facilitator:**

Administration, district coaches, teacher leaders

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of G1.B15.S1**

improved instructional delivery and/or classroom management

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

classroom observations, conferences with teachers

**Plan to Monitor Effectiveness of G1.B15.S1**

Instructional Delivery

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

increased student engagement and achievement

**G1.B15.S2** Professional development reading and writing across curriculum

**Action Step 1**

Provide teachers with PD in Action 100 reading strategies

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Sign-in sheets, classroom observations

**Facilitator:**

Principal, assistant principal

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of G1.B15.S2**

Implementation of student conferencing and student writing samples

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Entries in schoolpace and student work

## Plan to Monitor Effectiveness of G1.B15.S2

student conferencing, SchoolPace, eIRLA

### Person or Persons Responsible

Administration, teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Increase in students' reading and writing abilities

## G2. Increase student engagement schoolwide

### G2.B1 Clear expectations for acceptable student behavior and classroom procedures

**G2.B1.S1** We are going to incorporate PBS school wide and teach the expectations.

#### Action Step 1

We will review the PBS expectations and discuss what is working/not working. We will make changes as needed.

#### Person or Persons Responsible

PBS Team

#### Target Dates or Schedule

August 16 and once a month at grade level meetings.

#### Evidence of Completion

Discipline Reports

#### Facilitator:

PBS Team, Psychologist, Guidance, Assistant Principal, and Principal

#### Participants:

Laurel Staff

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Review the expectations and discuss what is working/not working.

#### **Person or Persons Responsible**

PBS Team

#### **Target Dates or Schedule**

Once a month grade level meetings.

#### **Evidence of Completion**

discipline reports

### **Plan to Monitor Effectiveness of G2.B1.S1**

Review the PBS expectations and discuss what is working/not working.

#### **Person or Persons Responsible**

PBS Team

#### **Target Dates or Schedule**

Once a month grade level meetings

#### **Evidence of Completion**

Discipline Reports

## G2.B2 Instructional pacing

### G2.B2.S1 Utilize random selection of students during instruction

#### Action Step 1

PD in various student response techniques

#### Person or Persons Responsible

Principal, assistant principal, teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

classroom observations

#### Facilitator:

#### Participants:

Principal, assistant principal, teachers

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

classroom observations

#### Person or Persons Responsible

Principal, assistant principal

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

classroom observations

## Plan to Monitor Effectiveness of G2.B2.S1

classroom observations

### **Person or Persons Responsible**

Principal, assistant principal

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

classroom observations

## G2.B2.S2 Utilize cooperative learning structures to increase student engagement

### **Action Step 1**

PD in various cooperative learning structures

### **Person or Persons Responsible**

Principal, assistant principal, teachers

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

lesson plans and classroom observations

### **Facilitator:**

Julie Allen, Jennifer Blackburn

### **Participants:**

Principal, assistant principal, teachers

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

lesson plans, classroom observations

**Person or Persons Responsible**

Principal, assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans, classroom observations

### Plan to Monitor Effectiveness of G2.B2.S2

lesson plans, classroom observations

**Person or Persons Responsible**

Principal, assistant principal

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans, classroom observations



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Title I, Part A funds school-wide services to Laurel Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

#### Title I, Part C- Migrant

Migrant students enrolled in Laurel Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Student will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of the high need students and provide or coordinate supplemental academic support. Migrant Home-School Liasons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

#### Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

#### Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Laurel Elementary are used to pay teacher salaries for collaborative planning after school.

#### Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

#### Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

#### Supplemental Academic Instruction (SAI)

N/A

#### Violence Prevention Programs

Laurel Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

#### Nutrition Programs

This school is not a location for a summer feeding program for the community.

#### Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase the effectiveness of instruction and instructional delivery in all subjects.

#### G1.B2 instructional delivery

#### G1.B2.S5 unpack the standards to determine the content at each grade level

##### PD Opportunity 1

PD in Common Core Standards

##### Facilitator

Principal

##### Participants

teachers

##### Target Dates or Schedule

Weekly during grade level meetings

##### Evidence of Completion

sign in sheets

**G1.B2.S8** model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.

**PD Opportunity 1**

PD in using Think-Aloud strategies

**Facilitator**

Principal, assistant principal

**Participants**

Principal, assistant principal, teachers, reading coach

**Target Dates or Schedule**

Sept. 17

**Evidence of Completion**

sign-in sheets, tickets out the door

**G1.B7** lack of differentiated instruction

**G1.B7.S1** analyze performance and assessment data and use as a basis for providing specific levels of DI.

**PD Opportunity 1**

FAIR, Discovery, classroom assessments

**Facilitator**

Principal, assistant principal, reading coach

**Participants**

teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations

**G1.B7.S3** meet regularly with administration to redirect instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.

**PD Opportunity 1**

student assessment data and lesson plans

**Facilitator**

Principal, assistant principal, and reading coach

**Participants**

teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

lesson plans and classroom observations

**G1.B15** lack of systematic support for teachers

**G1.B15.S1** Teacher leaders can provide coaching/mentoring support

**PD Opportunity 1**

Teacher leaders provide assistance

**Facilitator**

Administration, district coaches, teacher leaders

**Participants**

teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

classroom observations

**G1.B15.S2** Professional development reading and writing across curriculum

**PD Opportunity 1**

Provide teachers with PD in Action 100 reading strategies

**Facilitator**

Principal, assistant principal

**Participants**

teachers

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Sign-in sheets, classroom observations

**G2.** Increase student engagement schoolwide

**G2.B1** Clear expectations for acceptable student behavior and classroom procedures

**G2.B1.S1** We are going to incorporate PBS school wide and teach the expectations.

**PD Opportunity 1**

We will review the PBS expectations and discuss what is working/not working. We will make changes as needed.

**Facilitator**

PBS Team, Psychologist, Guidance, Assistant Principal, and Principal

**Participants**

Laurel Staff

**Target Dates or Schedule**

August 16 and once a month at grade level meetings.

**Evidence of Completion**

Discipline Reports

## **G2.B2** Instructional pacing

### **G2.B2.S1** Utilize random selection of students during instruction

#### **PD Opportunity 1**

PD in various student response techniques

##### **Facilitator**

##### **Participants**

Principal, assistant principal, teachers

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

classroom observations

### **G2.B2.S2** Utilize cooperative learning structures to increase student engagement

#### **PD Opportunity 1**

PD in various cooperative learning structures

##### **Facilitator**

Julie Allen, Jennifer Blackburn

##### **Participants**

Principal, assistant principal, teachers

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

lesson plans and classroom observations

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the effectiveness of instruction and instructional delivery in all subjects.	\$60,000
G2.	Increase student engagement schoolwide	\$4,000
Total		\$64,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
Title I	\$9,000	\$50,000	\$5,000	\$64,000
Total	\$9,000	\$50,000	\$5,000	\$64,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the effectiveness of instruction and instructional delivery in all subjects.

**G1.B2** instructional delivery

**G1.B2.S5** unpack the standards to determine the content at each grade level

#### Action Step 1

PD in Common Core Standards

#### Resource Type

Professional Development

#### Resource

book - Pathways to the Common Core: Accelerating Achievement by Lucy Calkins

#### Funding Source

Title I

#### Amount Needed

\$1,000

**G1.B2.S8** model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.

**Action Step 1**

PD in using Think-Aloud strategies

**Resource Type**

Professional Development

**Resource**

book - Number Talks: Helping Children Build Mental Math and Computation Strategies by Sherry Parrish; Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do by Jeffrey Wilhelm

**Funding Source**

Title I

**Amount Needed**

\$2,000

**G1.B7** lack of differentiated instruction

**G1.B7.S3** meet regularly with administration to redirect instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students.

**Action Step 1**

student assessment data and lesson plans

**Resource Type**

Professional Development

**Resource**

book - Data Strategies to Uncover and Eliminate Hidden Inequities: The Wallpaper Effect by Ruth Johnson

**Funding Source**

Title I

**Amount Needed**

\$2,000



**G1.B15** lack of systematic support for teachers

**G1.B15.S1** Teacher leaders can provide coaching/mentoring support

**Action Step 3**

Teacher leaders provide assistance

**Resource Type**

Personnel

**Resource**

Substitutes for classrooms

**Funding Source**

Title I

**Amount Needed**

\$5,000

**G1.B15.S2** Professional development reading and writing across curriculum

**Action Step 1**

Provide teachers with PD in Action 100 reading strategies

**Resource Type**

Evidence-Based Program

**Resource**

Classroom libraries, take home materials, PD, substitutes

**Funding Source**

Title I

**Amount Needed**

\$50,000

**G2. Increase student engagement schoolwide**

**G2.B2 Instructional pacing**

**G2.B2.S2 Utilize cooperative learning structures to increase student engagement**

**Action Step 1**

PD in various cooperative learning structures

**Resource Type**

Professional Development

**Resource**

Cooperative Learning PD such as Kagan and Whole Brain Teaching

**Funding Source**

Title I

**Amount Needed**

\$4,000