Laurel Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: I (%) 2018-19: D (32%) 2017-18: C (41%)
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)	**2021-22 Title I School**	**2021-22 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	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		D	D

School Board Approval

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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.

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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, monitors student achievement, encourages parent involvement, revises the policies and procedures, administer the budget, hires and evaluates staff; while over seeing the facilities. Other important duties entail of developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as movie nights, concerts, parent conferences, ands school board meetings. Having a visible presence shows interest and dedication to the students. Often problems arise which need immediate attention, such as students disciplinary issues or the calling of a concerned parent whose child is struggling in the classroom.
Blackburn, Jennifer	Assistant Principal	The assistant principal's job is to support the leader, teachers, students, and stake holders within our school community. The AP assists with the decision making of the school and monitors teachers to offer support. Below is a list of other ways the AP supports: - Enforcing attendance - Meeting with parents to discuss student behavior or students who are struggling academically - Responding, quickly to discipline - Coordinating use of school facilities for day-to-day activities and special events - Working with teachers to develop curriculum - Developing and maintaining school safety and emergency policy and procedures - Evaluating teachers and to determine areas for improvement - Coordinating and planning schedules - Analyzing various data pieces and making immediate changes, if needed - Coordinating transportation for students - Hiring and training staff - Ordering and approving equipment and supply maintenance - Maintaining systems for attendance, performance, planning, and other reports -Walking classrooms and monitor teachers and students - Responding to emails from teachers, parents, and community members
Kiddle, Melinda	Behavior Specialist	To support teachers with students behavior. This is done by being present in the classrooms and assisting with classroom management, the development and monitoring of behavior plans, and or modeling for teachers.
Rivera-Perez, Carymil	ELL Compliance Specialist	The ELL Teacher will prepare, grade level, course material and design lessons that cover all aspects of the English language; whether written of verbal. Keep track of student progress and customize individualized plans

Name	Position Title	Job Duties and Responsibilities
		for students with special requirements. Responsible for creating a positive class environment and encouraging students to reach their learning goals.
Jadallah, Mahboobah	Reading Coach	The Reading Coach will support all K-5 in the implementation of the site reading plan/program. The Coach will work directly with the teachers in the school providing classroom-based demonstrations, collaboration 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 administrations and teachers to collect 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 determine 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 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 administration to complete reports. 5. Complete monthly status reports for the school administrators. 6. Participate fully in professional development opportunities and professional research reading.
Rosario, Bonnie	Math Coach	The Math Coach will support K-5 staff in the implementation of the site math program. The Coach will work directly with the teachers in the school providing classroom-based demonstrations, collaboration 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 administrations and teachers to collect 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 determine 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 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 administration to complete reports. 5. Complete monthly status reports for the school administrators. 6. Participate fully in professional development opportunities and professional research reading.

Demographic Information

Principal start date

Friday 8/9/2019, Rodrick Gray

Number of teachers with a 2022 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 2022 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.*

4

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

1,022

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	166	168	149	164	164	211	0	0	0	0	0	0	0	1022
Attendance below 90 percent	91	79	79	73	82	96	0	0	0	0	0	0	0	500
One or more suspensions	13	7	5	20	16	45	0	0	0	0	0	0	0	106
Course failure in ELA	18	25	8	58	34	71	0	0	0	0	0	0	0	214
Course failure in Math	15	36	7	54	17	64	0	0	0	0	0	0	0	193
Level 1 on 2022 statewide FSA ELA assessment	11	14	0	54	51	67	0	0	0	0	0	0	0	197
Level 1 on 2022 statewide FSA Math assessment	0	0	0	54	75	102	0	0	0	0	0	0	0	231
Number of students with a substantial reading deficiency	73	82	92	66	50	52	0	0	0	0	0	0	0	415

Using the table above, complete the table below with the number of students by current grade level who have 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	45	28	43	41	79	110	0	0	0	0	0	0	0	346

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/15/2022

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	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

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	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

Part III: Planning for Improvement

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?

Based on Spring 2021-22 STAR and Quarterly Data, 5th grade students increased proficiency levels from Fall to the spring assessments.

Based on Spring 2021-22 STAR data, there was either no change or a decrease in reading and math proficiency levels from Winter to Fall for 3rd - 5th grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th Grade state assessment in science proficiency decreased from 27% to 25%.

Based off spring 2021 data, students with disabilities in ELA are performing significantly lower than other subgroups.

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

Contributing factors for a decrease in 2% for fifth grade science were teachers lack of familiarity with teaching science concepts and using resources inappropriately during instruction. Actions needed to address this area of focus will be to have PD for teachers to provide instructional strategies that teachers can use in instruction as well as increase science integration in power hour and core classes.

Students in self-contained classroom had long term sub majority of the year. SWD in general ed. classrooms are grouped together to ensure inclusion and resource teachers can provide support. Additional inclusion resource teachers were hired to decrease student: teacher ratio. Inclusion teachers attend planning with Self-contained and general ed. teachers to ensure same instructional strategies and benchmark clarifications are learned and established.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

3rd Grade demonstrated 19 percent proficiency increase for ELA and Math 2022 State Assessment.

4th grade increased 10% to 37 percent proficiency on Math 2022 State Assessment.

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

1) Strategic scheduling of students courses.
a) Students receiving ESE services grouped to allow inclusion teacher to maximize support.
b) Students in bottom quartile for 5th grade grouped to allow instruction to be targeted with high intervention strategies and additional instructional support for small group.

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

Increased focused on targeted scaffolding and intervention.
Prioritizing Standards & Benchmarks during intervention and tutoring.
Increase scientific vocabulary
Provide an increase of equivalent experiences for students throughout the day.

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.

1) Teachers will attend 3 day professional development July 18-20 to discuss (SIP goals & action steps, Spring 2022 State Data, Spring 2023 State Assessment Goals, MTSS, PBIS).

2) Administration will attend July 28 training for targeted intervention strategies.

3) Administration and instructional staff will receive ongoing Learning ARC Framework Training and PD throughout the school year.

4) Instructional and Non-instructional classroom support will attend 2 additional days per week of PLC and Data PD.

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

1) Strategic scheduling of students in 3rd, 4th, and 5th grade courses.
a) Students receiving ESE services grouped to allow inclusion teacher to maximize support.
b) Students in bottom quartile grouped to allow instruction to be targeted with high intervention strategies and additional instructional support for small group.

2) Response to Data small group intervention support for 60 minutes per week
a) Targeted students to receive additional support on high impact standards.
b) District curriculum team provides pre/post assessment as well as scripted lessons.

3) After school tutoring provided for targeted students.
a) Students will received targeted support on high impact standards.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The 2022-23 school year will implement new benchmarks for kindergarten through 5th grade instruction and learning. It is important to focus on standards-aligned instruction and tasks to ensure students are being taught at a level of, at least partial master of the new benchmarks level and to receive an equivalent experience to Spring 2023 STAR and State Assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of teachers will consistently teach instruction aligned to the appropriate benchmark at least 90% of instructional time. 100% of students will complete tasks aligned to appropriate benchmark at least 90% of instructional time.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	- Scheduled calibrated walkthroughs by administration and instructional coaches and interventionist using the district created standards based instructional walkthrough tool located at (sbi.polk-fl.net). - Scheduled meetings with administration and instruction coaches to review data from SBI Walkthrough Tool. - Using district monitoring tool "Inzata" and "Performance Matters", administration, instructional coaches, and instructional staff will monitor proficiency on benchmarks and adjust strategies accordingly. - Learning Arc framework will be used to create objectives aligned to benchmarks to ensure an equivalent experience is being provided to students and tasks are at least partial mastery. Lesson plans are expected to completed and submitted 1 week prior to instruction to ensure plans accurately reflect benchmark. - Reviewing student data (STAR, module assessment, bi-weekly assessments, F.A.S.T.) with coaches and teachers to monitor academic progress and if strategies need to be adjusted.
Person responsible for monitoring outcome:	Rodrick Gray (rodrick.gray@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based practices that will be used are collaborative PLC, PD, and planning. Administration, instructional leaders, and teachers will use these times to analyze data to make instructional decisions and adjustments to instruction throughout the year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	Data is an effective tool and powerful catalyst for change within a school. Effectively learning how to use data to positively impact student achievement, Laurel administration, instructional staff, and teachers can develop crucial capacities to create maximum benefit.

**for selecting this
strategy.**

Introduce instructional leadership team and instructional staff on SBI walkthrough tool.

Train instructional leadership team on SBI Walkthrough tool, Performance Matters, and Inzata.

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

Create calendar to schedule 2 calibrated walkthroughs using SBI walkthrough tool per month with
instructional leadership team.

Establish & set goal of each SBI walkthrough.

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

Create calendar to review walkthrough tool data as well as Inzata and Performance Matters data with
Instructional leadership team.

Create calendar to review walkthrough tool data as well as Inzata and Performance Matters data with
Instructional staff.

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

Establish protocol to review data and evidence with instructional leadership team.

Establish protocol to review data and evidence with instructional staff.

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

Monitor impact of adjustments with instructional leadership team during data meetings.

Monitor impact of adjustments with instructional staff during afterschool data PLCs.

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

Introduce instructional leadership team and instructional staff to Learning Arc Framework.

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

Train instructional leadership team and instructional staff on Learning Arc Framework during afterschool
PLC.

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

Introduce Learning Arc Framework to staff during Afterschool PLC and PD.

Monitoring Collaborative Planning and lesson plans with instructional coaches to ensure learning arc
framework expectations are being used appropriately and consistently.

Adjust accordingly.

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

Using SBI Tool, collaborative walks will be used to monitor task and if students are receiving an equivalent
experience and are being taught at partial mastery or higher based on objectives from learning arc
framework.

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

Monitor impact of learning arc framework and adjustments with instructional leadership team during data meetings.

Monitor impact of learning arc framework and adjustments with instructional staff during afterschool data PLC, and instructional walkthrough and evaluation using SBI rubric/tool.

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

Admin and instructional coaches will model and and work with tier 2 & 3 teachers on learning arc framework process. Effectiveness will be evaluated based on admin review of lesson plans and implementation of lesson plans during instruction.

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

Admin and instructional coaches to use/create coaching rubric for modeling modeling effective strategies for coaching and teaching. Outcomes to included: use of academic vocabulary, use of academic resources and materials, communication of benchmark/objectives, and progress monitoring.

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

Instructional coaches and will model effective teaching strategies (use of academic vocabulary, use of academic resources and materials, communication of benchmark/objectives, and progress monitoring) during planning and core instruction that align task to benchmark.

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

5th grade teachers will attend the Science District PD Initiative. There will be up to 6 sessions on science teaching and learning concepts

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science is an area of focus because student proficiency was at 25% on the 2022 Spring FSA Science Assessment. That is a 2% decrease from 2021 Spring FSA Science. Laurel currently does not have a science coach. Due to schedule change, in grades 3, 4, and 5, all teachers are teaching science to their homeroom class.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the 2023 Spring Assessment, 41% or higher of 5th grade students will score at a level of proficiency. On the Quarterly 3 District Science Assessment, 41% or higher of 4th grade students will score at a level of proficiency. 100% of Kindergarten through 3 grade teachers will consistently teach standards based science instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Measurable teacher outcomes for teachers will include demonstrating understanding of content vocabulary and concepts through implementation of instruction, Demonstrating understanding of resources and materials. Demonstrating understanding of district created activities. - Scheduled calibrated walkthroughs by administration and district based science coach using the district created standards based instructional walkthrough tool located at (sbi.polk-fl.net). - Scheduled meetings with administration and district-based science coach to review data from SBI Walk through tool. - Using district monitoring tool "Inzata" and "Performance Matters", administration, district-based science coach will monitor proficiency on benchmarks and adjust strategies accordingly. -During PLC and planning, teachers will bring student work samples to monitor tasks and summarization of learning. Using rubric (below, approaching, meeting, exceeding) teachers and admin will evaluate task and make adjustments.
Person responsible for monitoring outcome:	Rodrick Gray (rodrick.gray@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In addition to CPALMS and district created instruction, evidence-based practices that will be used are formative assessment probes to explain science content, give connections to various standards, summarize relevant learning, and adjust instructional approaches.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for using formative assessment probes will not only uncover students' existing ideas but also use that knowledge to improve your teaching and advance students understanding of science concepts.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create proficiency goals, expectations, and timelines for 4th and 5th grade.

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

Create teaching and proficiency expectations for Kindergarten -3rd grade teachers.

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

Introduce goals, expectations, and timelines with district based science coach for quarterly assessment and 2023 Spring FSA Science to 4th and 5th grade instructional staff.

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

Introduce goals, expectations, and timelines with district based science coach for instruction and learning and proficiency to Kindergarten - 2nd grade instructional staff.

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

Create calendar to use Standards-Based Instructional Walkthrough Tool with district science-based coach and administration.

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

Create calendar to review Standards-Based Instructional Walkthrough Tool data with district science-based coach and administration.

No more than 1 week after quarterly assessment, review data in Inzata and Performance Matters with district based science coach to make adjustments to instruction and goals.

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

Train teachers how to pull science based resources from CPALMS & Schoology.

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

Create calendar to provide data review for teachers after quarterly assessments with administration and district-based science coach.

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

Using science and ELA curriculum maps, pull Science A-Z grade level topics and text for students to read and annotate during Power Hour instruction and ELA Small group instruction.

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

Afterschool Family Science night: Parents receive information on science standards related to specific grade, quarterly assessment and Spring 2022 Science Assessment.

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

Response to Data (RTD) intervention and small group instruction for targeted 5th grade students. 60 minutes per week.

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

5th grade science teachers to attend district PD to learn strategies specifically for instruction and learning in science.

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

Using Learning A-Z (Reading A-Z & Science A-Z), teachers will utilize resources to reinforce skills, vocabulary, and concepts during the science block as well as during Power Hour to integrate science into reading.

| **Person Responsible** | [no one identified] |

5th grade teachers will attend district led science virtual PD that will highlight and focus on high impact science standards. Teacher will learn engaging strategies for students, and create a deeper understanding of benchmarks and how to implement them in the classroom.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in kindergarten through 2nd grade that scored below proficiency on their 2022-2023 Fall and Winter Star Assessment will receive targeted intervention through teacher, interventionist, and instructional para reading small group support. Support and intervention will be provided during a 60 minute power hour block, reading block, and tutoring up to 120 minutes per week to improve reading achievement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in 3rd through 5th grade that scored below proficiency on their 2021-2022 FSA Spring Reading Assessment and/or 2022-2023 Fall & Winter Star Assessment will receive targeted intervention through teacher, interventionist, and instructional para reading small group support. Support and intervention will be provided during a 60 minute power hour block, reading block, specials up to 60 minutes per week, and tutoring up to 120 minutes per week to improve reading achievement.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

As a result of targeted intervention and small group support, at least 41% of students will demonstrate a level of proficiency on the 2022-2023 Spring STAR Assessment.

Grades 3-5: Measureable Outcome(s)

As a result of targeted intervention and small group support, at least 41% of students will score a level 3 or higher on the 2023 Spring State Assessment and 2022-2023 Spring STAR Assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- Scheduled calibrated walkthroughs by administration and school based literacy coach and district based literacy coach using the district created standards based instructional walkthrough tool located at (sbi.polk-fl.net).

- Scheduled meetings with administration and school-based and district-based literacy coaches to review data from SBI Walkthrough Tool.

- Using district monitoring tool "Inzata" and "Performance Matters", administration, school-based and district-based literacy coache, and instructional staff will monitor proficiency on benchmarks and adjust strategies accordingly.

- Learning Arc framework will be used to create literacy objectives aligned to benchmarks to ensure an equivalent experience is being provided to students and tasks are at least partial mastery. Literacy lesson plans are expected to completed and submitted 2 weeks prior to instruction to ensure plans accurately reflect benchmark.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gray, Rodrick, rodrick.gray@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices that will be used are independent, shared, guided reading, and read-aloud strategies in a system and classroom environment that encourages students to progressively do more of the work on their own. We will review the scaffolding strategies that that have been previously done that may rob students of opportunities to be independent readers. We will make small but powerful adjustments to instruction that will hold students accountable for their own learning.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The vision for Laurel this strategy will allow for teachers to adjust reading instruction to better align with the goal of creating independent and proficient readers. Our goal is to develop readers who can integrate reading strategies without prompting from teachers by the 2023 Spring State and STAR Assessment.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership & Coaching - Establish literacy leaders and goals and expectations for school year. - Establish expectations and goals for literacy leaders and coaches. - Create calendar to schedule walkthroughs as well as to review data. - Establish protocol for viewing data with literacy instructional staff. - Train literacy instructional staff on SBI Walkthrough Tool - Train literacy instructional staff on learning arc framework. - Introduce & train teachers on RTD Intervention for literacy. - RTD Implementation.	Gray, Rodrick, rodrick.gray@polk-fl.net
Professional Learning - July 18-20 Early Return PD (Literacy goals and expectations, SBI Tool, Learning Arc Overview) - Pre-planning Week (Aug 3-9) PD Summary on Literacy goals and expectations, SBI Tool, Learning Arc Overview) - Afterschool PLC (Tuesday and Thursday). Teachers will review data from SBI tool, Inzata, and Performance Matters - PLC on protocols and expectations for viewing and discussing data. How to pull reports from Inzata and Performance Matters.	Gray, Rodrick, rodrick.gray@polk-fl.net
Assessment - PD with literacy teachers on STAR Progress Monitoring Assessments (Fall & Winter) and Accountability Assessments (Spring). Afterschool PLC Data to discuss STAR Assessments data, Wonders Assessment, Tutoring Pre-post assessments, RTD Intervention assessment progress.	Gray, Rodrick, rodrick.gray@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Students:
Every morning at 7:55am, the pledge of allegiance, followed by school mission and moment of silent is done. School announcements with expectations are done immediately after.
Students receive PBIS and CHAMPS expectations daily. Students are rewarded for positive behavior and progress through classroom and schoolwide reward system. Rewards are provided throughout the year.
Students also receive certificates and public recognition for academic achievements throughout the year.
Each classroom has school wide expectations and SIP goals to promote school wide academic

expectations.

Staff:
The school addresses building a positive school culture and environment by implementing daily PBIS and CHAMPS expectations in all areas of campus. Teachers receive PBIS, CHAMPS, and MTSS throughout the year. 4-5 times a year teachers receive a "Happy Cart" as motivation and pick me up. They can chose a beverage and snack. Each classroom, office area, and non-instructional area will have current school vision, mission, and goals posted to increase proficiency. While SAC and CAT meetings are designed to inform parents and community, staff will be invited to participate in SAC and CAT meetings. Administrators and instructional leadership team members are in classrooms daily and often, for not only evaluation and monitoring, but also for teacher support with instruction and/or behavior. The Principal keeps the staff motivated with a weekly newsletter. In the newsletter he provides staff the SIP Goals, a motivational message, keeps staff informed of upcoming events and deadlines. The newsletter also reminds teachers of our "look fors" and academic focus for the week, 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 along with a motivational quote. The school has a "SpotLight" board where we recognize teachers who are shining in the particular domain that we are concentrating on during the year.

Parents and Community:
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. Parents and community members will also be also be invited to three School Advisory Council (SAC) meetings and two Community Assessment Team (CAT) meetings for the year providing them with Laurel's progress toward our SIP goals. During Orientation, Open house, and parent-teacher conference parents and community members will have the opportunity to meet face to face with the teacher and be updated on academic and behavioral expectations of the school and classroom. Laurel families and stakeholders will also receive information from school via Principal emails, Class Dojo, School Website, Facebook and YouTube.

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

Administrators:
Monitor adequate monthly and yearly academic and behavioral progress to meet accountability expectations. Conducts classroom walkthroughs to identify, tier, and support to staff. Provide PD and PLC for teacher development to achieve academic and behavioral goals and expectations. Make connection between the districts Strategic Plan Goal Areas and SIP Goals and area.

Staff: Promote professional efficacy and job satisfaction. Actively participate in PD and PLC to further learning and professional capacity with various academic and behavioral expectations. Uphold schoolwide mission and vision as well as classroom expectations daily.

Parents & Community : To promote pride, success, and opportunity for the students they care about. Participate in various school and community meetings to stay informed and involved in the academic and behavior progress of school and help reach our goals and expectations. Work collaboratively with the school, administration, teachers, and staff, to ensure student success is first and school goals are being achieved.

Students: To achieve personal success throughout school, future opportunity. Respect towards others and ensure they keep their environment safe throughout the school.