

Polk County Public Schools

North Lakeland Elementary School Of Choice



2015-16 School Improvement Plan

North Lakeland Elementary School Of Choice

410 ROBSON ST W, Lakeland, FL 33805

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Polk County Public Schools is to provide rigorous and relevant learning experiences for all students. The community of North Lakeland Elementary will provide an educational, technological, and career-oriented environment in which all students will increase academic performance and become personal, academic, and professional leaders.

Provide the school's vision statement

North Lakeland Elementary—a total learning community where we believe that all students can and will be ready to learn and willing to work; and, where all students are prepared to be promoted with the ability to read on grade level.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At North Lakeland Elementary we strive to learn about students' cultures and build relationships between teachers and students. Teachers implement research proven strategies which address cultural and intellectual diversity among the student body at North Lakeland Elementary, thus ensuring the success of every student. During enrollment NLE conducts a home-language survey so that teachers can provide instruction that honors and enhances students' cultural backgrounds. Students engage in cultural studies, design Veteran's Day projects, and participate in Constitution Week activities. Many classrooms use the foundational skills found in Stephen Covey's Leader in Me/ 7 Habits of Happy Kids to create classroom mission statements and set common goals. Additionally, NLE also hosts several Family Nights, where teachers and staff build relationships with families in the community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

North Lakeland Elementary creates an environment where students feel safe and respected before, during, and after school hours through staff members who are strategically placed on "duty" assignments throughout the campus; and, via our implementation of a Positive Behavior Support system. We have school-wide behaviors and expectations that are taught to both teachers and students and implemented by all staff. Students feeling safe and respected before, during, and after school is a number one priority at North Lakeland Elementary. All faculty and staff at NLE consider every student their own, and provide for the care and safety of all students within the school at all times. Intermediate grade students offer Safety Patrol in the mornings and afternoons, helping students enter and exit their cars safely, and enter and exit the building in a safe manner. All entrances and exits to the school are secured at all times, and faculty and staff communicate via portable radios to ensure that students in transit reach their destinations safely. By infusing a combination of Character Counts, Stephen Covey's Leader in Me/7 Habits of Happy Kids, and our own STAR philosophy into every classroom, every student is viewed as a leader and encouraged to develop their own unique talents.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

North Lakeland Elementary is a Positive Behavior Support (PBS) school. The schoolwide behavioral system we have in place has been developed by multiple staff members and implemented by all. We have schoolwide interventions that are the same in every classroom to assist in avoiding problematic behaviors while maximizing instructional time. All staff are trained on this system every year at the beginning of school. Students at North Lakeland Elementary are expected to demonstrate leadership and strong character. Any student who receives a discipline referral is discussed in the MTSS Core Team meeting.

Expectations are:

S = Safe

T = Trustworthy

A = Accepting of responsibility

R = Respectful & Cooperative

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

North Lakeland ensures the social-emotional needs of all students are being met in various ways. First, is through the implementation of our Multi-Tiered System of Supports (MTSS) via a team of professionals which is led by both our School Psychologist and Guidance Counselor. Additionally, the Guidance Counselor holds small group sessions on a variety of topics such as divorce, bullying, and getting along with peers. Teachers and Guidance Counselor infuse lessons into the classroom curriculum that encourage students to make connections between the curriculum and real-world events. Every student is encouraged to identify their own strengths and set obtainable goals, both personally and academically.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. If a student's attendance drops below 90%, the administration is notified and parents are contacted. If attendance issues continue, the School Social Worker is contacted and truancy procedures are implemented.
2. Parents are notified any time a student is suspended. If students are experiencing ongoing behavioral concerns, they are referred to the MTSS team to be placed on a Behavior Improvement Plan.
3. If a student struggles academically, and/or demonstrates the possibility of failure in ELA or Math, the student will be referred to the MTSS process. The MTSS team and teacher will define a tiered plan of interventions to support and monitor the student's progress.
4. All Level 1 students are immediately referred to the MTSS team and placed in a tiered approach intervention.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	32	15	18	18	10	10	103
One or more suspensions	1	1	0	3	1	2	8
Course failure in ELA or Math	0	4	1	4	2	2	13
Level 1 on statewide assessment	0	0	0	27	0	0	27
	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	3	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

North Lakeland Elementary employs various intervention strategies such as MTSS, Parent/Teacher Conferences, after-school tutoring programs, school-based mentor programs, etc. Positive behavioral interventions and supports are implemented to help students acquire appropriate behavior and skills rather than focusing solely on eliminating or reducing problem behaviors. This enables students to make progress toward goals in the general education curriculum and function as independently as possible.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/57048>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

North Lakeland builds and sustains partnerships with the local community in several ways. First we invite local community members to participate on our School Advisory Council. Our bi-monthly meetings involve lively conversations which assist with our decision making and allows our community members to support the school and help increase student achievement. Additionally, our Parent Teacher

Organization (PTO) establishes relationships with local businesses to implement family-night fundraisers. North Lakeland also sends out a monthly newsletter via our website which informs and invites the community to our school activities.

North Lakeland Elementary teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the PCSB Parent Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTO Boards, (6) inviting families to attend PTO meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) developing a school website as well as classroom and grade level websites that communicate important school, grade level, and progress monitoring information, (9) advertising events on school marquees, (10) and numerous other out-reach strategies developed by school staff.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Deal, Gregory	Principal
Phillips, Bonnie	Assistant Principal
Vandersteen, Michelle	Guidance Counselor
Woodard, Amy	Teacher, K-12
Anderson, Cassandra	Instructional Coach
Williams, Neena	Instructional Coach
Clark, Angela	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team meets on a weekly basis every Friday. The School Leadership Team holds monthly meetings with Administration to provide input and report teacher concerns, as well as to take back information to the grade level/department regarding school policies, curriculum and instruction updates, etc.

The Principal provides a common vision for the use of data-based decision-making towards increasing student achievement. He communicates high expectations, motivates the staff to do the same and develops, leads, and evaluates school Florida Core Standards/programs. This is done through the facilitation of weekly, grade-level Professional Learning Communities (PLCs) and monthly faculty meetings.

The Assistant Principal supports the Principal in providing a common vision, assisting in the development of a strong infrastructure of resources and providing professional learning opportunities. She also participates in collection, interpretation, and analysis of all school data.

The Guidance Counselor provides strong leadership and support to our 'neediest' students through small group instruction. Additionally, she assists with professional development for behavior concerns and facilitates the development of intervention plans.

The Reading Coach provides teacher support in the Reading processes as needed or requested by Administration. She participates in collection, interpretation, and analysis of data; as well as coordinates the implementation of Reading assessments.

The Math Coach provides teacher support in the mathematical practices as needed or requested by Administration. She participates in collection, interpretation, and analysis of data; as well as coordinates the implementation of math assessments.

The Reading Interventionist provides small group instruction, by grade-level, to the academically lowest 25% of our students and participates in collection, interpretation, and analysis of reading data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A, funds school-wide services to North Lakeland Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. NLE's Interventionist and Parent Involvement Facilitator tracks resources.

Title I, Part C- Migrant students enrolled in North Lakeland Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students 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 these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons 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, 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 Title I 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. Funds available to North Lakeland Elementary are used to purchase Smart technology and audio/visual enhancement equipment.

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. North Lakeland's ESOL paraprofessionals keep track of resources.

Title X- Homeless: The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides 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. NLE's Guidance Counselor coordinates with the Hearth Program.

North Lakeland offers a Multi-Tiered System of Support (MTSS), in addition to guidance counseling groups that meet regularly to assist students in making appropriate choices. These programs are lead by the School Psychologist and Guidance Counselor, respectively. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs - NLE follows dietary regulations in accordance to District policies for breakfast and lunch. The school also offers free breakfast and lunch to 100% of the student body in accordance with a federal grant.

Head Start is not located on our campus. Resources are provided to the program to assist in the

transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gregory Deal	Principal
Amy Woodard	Education Support Employee
Lauren Shinholster	Business/Community
Keith Ward	Parent
Christina Orozco	Parent
Gonzalo Orozco	Parent
Tamera Desaussure	Parent
Neena Williams	Teacher
Tamar Eschevarria	Education Support Employee
Gladys Rivera	Education Support Employee
Lisa Whitley	Education Support Employee
Rosa Motherway	Parent
Amaris Estrada	Parent
Kamishaa Hough	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC was involved in developing and implementing the School Improvement Plan. The SAC is advisory in nature and meets on a bi-monthly basis during the school year. The SIP was discussed and evaluated, via a PowerPoint presentation, at a SAC meeting. During the latter portion of the 2014-2015 school year, school administration shared progress monitoring and FCAT data with our SAC members in order for them to understand our areas of strength, and areas to grow. They made suggestions as to the level of growth at which we should set our performance targets.

Development of this school improvement plan

At the beginning of the 2015-16 school year, we reviewed the performance data available, as well as the new on-line SIP process and format, and the changes scheduled for this year's SIP. The members provided input regarding interventions and areas of focus to address our barriers and make progress toward our targets.

Preparation of the school's annual budget and plan

SAC members provide input and vote to approve the proposed Title 1 Budget and plan during the development phase of the school improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Working to add members to the council.

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Deal, Gregory	Principal
Phillips, Bonnie	Assistant Principal
Anderson, Cassandra	Instructional Coach
Hoover, Mary	Instructional Media
Goff, Lisa	Teacher, K-12
Goheen, Meagan	Teacher, K-12
Peoples, Kevin	Teacher, K-12
Krause, DeAnna	Teacher, K-12
McClees, Jacqueline	Teacher, K-12
McKenzie, Veronica	Teacher, K-12
Showalter, Rebecca	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The LLT meets quarterly to create capacity of reading knowledge within the school staff and to focus on areas of literacy concern. Agendas are set by the facilitator, Cassandra Anderson, with the purpose of sustaining a literacy climate school-wide that supports effective teaching and learning to increase student achievement. Goals, both short and long term are set at meetings. Team members volunteer for assignments in research and leadership and serve as instructional support to teachers. Two major initiatives for 2015-2016 are the clustering of ESE and ELL students to meet their educational need; and, to guide the implementation of the new Florida Standards. Additional initiatives include:

- To provide motivation and the love of reading for ALL students, parents and staff.
- To communicate the school initiatives and help to resolve concerns in relation to reading and writing
- To update the staff about the best practices and updates in literacy education.
- To plan and implement Family Literacy Events - in collaboration with a Book Fair
- To participate in the Inclusion and Differentiated Instruction training by FDLRS
- To promote participation in Florida Literacy Week events

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

North Lakeland Elementary has implemented Professional Learning Communities (PLCs) to support collaborative planning and discussion of best practices in instruction, which are aligned to the PCSB instructional plans and Florida Standards. Grade levels have been provided with a common planning time and PLC (Tuesday and Thursday) time daily, as well as designated early release Wednesday afternoons for additional collaborative planning and unpacking of the Florida Standards. Monday afternoons are designated as faculty meeting days for information sharing.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

North Lakeland Elementary actively recruits and tries to retain high-quality, highly qualified teachers to high-need academic areas. We participate as a host school for interns and practicum students at several universities, including the University of South Florida, Florida Southern College, Southeastern University, and Florida A & M University. Much of the staff is trained in Clinical Education and Flight 3, allowing them to have interns. With a large number of interns coming through NLE, we are able to observe, recruit, and retain high quality teachers. By offering opportunities to attend conferences and trainings, and by assigning peer mentors for beginning teachers, we are able to retain most of our new hires. We also try to limit the before and after school duties of the teachers, allowing them to spend as much time as possible to take care of classroom responsibilities. NLE prides itself on having a family atmosphere where teachers are valued and respected as professionals. Few teachers leave North Lakeland Elementary, and many of those who do often return.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school supports new teachers by pairing them up with the grade chair, as well as instructional coaches, who are responsible for giving a campus tour and orienting new staff to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) to address any concerns or needs. Additionally, our school arranges for each new teacher to be accompanied by their mentor to visit classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Grade level data meetings are held routinely with administration to review Reading Wonders Unit Tests, District Module Math Assessments, and IBTP assessment data. Data is analyzed to determine the percent of students that have mastered the content and is drilled down even further to monitor students by subgroups. Upon examining the data teachers discuss the instructional strategies that elicited success and work collaboratively to plan for strategies that will reach the students that did not successfully master the previously taught content.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

North Lakeland Elementary uses multiple data to guide and differentiate instruction to meet the diverse needs of students. Assessments are used as baseline, progress monitors, and as diagnostic tools to help track student growth over time, and determine specific needs. Based on the data and student growth, differentiation is determined, including enrichment and extension as well as remediation and acceleration. Assessments included are FSA, IBTP, FLKRS, FAIR, Go Math and Reading Wonders assessments, and other teacher created measures. ESOL students are served appropriately according to law by our three ESOL paraprofessionals; and, ESE students are serviced according to their IEP by our three ESE teachers. Teachers analyze data and participate in data chats with administration and students' Intervention and enrichment opportunities are designed based on the resulting data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 10,800

K-2 students who are promoted with remediation are recommended to attend a Summer Learning Program which meets 4 days a week, 7 hours a day. Third Grade students who do not pass the State Assessment are recommended to attend a Summer Learning Program which meets 7.5 hours a day, 4 days a week, 6 weeks a summer.

Strategy Rationale

K-2: To provide additional learning support for the lowest quintile of students.
3rd Grade: To provide one more opportunity to advance to 4th Grade following intensive remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips, Bonnie, bonnie.phillips@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Portfolio data is provided by the Summer Learning Program teachers and monitored at NLE at the end of the session. Additionally, the following year's FAIR data will be monitored and tied back to students to look for learning gains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

PreK - Kindergarten

North Lakeland Elementary is a participant in the Polk School Readiness Program, which is funded through the Florida Partnership for School Readiness and is designed as a dropout prevention program for economically disadvantaged 3 and 4 year old children at-risk for school failure. It is the philosophy of North Lakeland Elementary and Polk County Schools that quality early childhood programs provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of their families.

5th Grade - Middle School

North Lakeland Elementary students are provided with information to attend orientation to their zoned Middle School prior to starting the new year. The "feeder" middle schools recruit students for band and other electives.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With the help of Administration and Coaches, teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. With the help of Administration and Coaches, teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction. 1a

G073274

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	71.0
Math Achievement District Assessment	46.0

Resources Available to Support the Goal 2

- District Learning Maps, Reading Wonders and Go Math Curriculum, Engage NY, CPALMS, Reading Coach, Math Coach, Reading Interventionist, IBTP Assessment System, District and Regional Coaches (Reading, Math, Science), Administration

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge of the Florida Core Standards needs to be developed to a higher degree of understanding and to the full intent of the standard.
- Lack of Differentiated Instruction
- Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement.

Plan to Monitor Progress Toward G1. 8

Teachers, administration and school-based coaches will monitor student growth over time by disaggregating progress monitoring data as it becomes available throughout the school year: FAIR, District Writing Assessments, weekly Reading Wonders tests, IBTP Math Modules and Science Units assessments. Data will be used by teachers to restructure small groups based on student need.

Person Responsible

Gregory Deal

Schedule

Daily, from 9/22/2015 to 6/9/2016

Evidence of Completion

Increased student achievement levels on progress monitoring assessments (weekly Reading Wonders tests, IBTP Math Modules and IBTP Science Units assessments) will be disaggregated by teachers to continue to drive their instruction for higher student achievement and student success with the Florida Core Standards on the year-end Florida Standards Assessment (FSA), grades 3 through 5.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. With the help of Administration and Coaches, teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction. **1**

 **G073274**

G1.B1 Teachers' knowledge of the Florida Core Standards needs to be developed to a higher degree of understanding and to the full intent of the standard. **2**

 **B191441**

G1.B1.S1 Plan and deliver professional development opportunities to allow teachers to deepen their knowledge of the Florida Core Standards. **4**

 **S202919**

Strategy Rationale

Teachers' deeper understanding of FL Core Standards will lead to more rigorous and engaging instruction ultimately leading to increased student achievement.

Action Step 1 **5**

Teachers will receive support from school-based and district coaches, as well as administration, during identified PLC's to develop an understanding of the full intent of the Florida Core Standards and be able to design rigorous lessons that are highly engaging.

Person Responsible

Gregory Deal

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

PLC and Professional Development Agendas, Sign-in Sheets, Handouts and completed Lesson Plans

Action Step 2 5

Teachers and school-based coaches will receive monthly support from Regional Coaches (Reading, Math, Science).

Person Responsible

Gregory Deal

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Agendas, Sign-in Sheets, Handouts, and completed Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

As a result of the professional development offered to assist teachers' in developing their understanding of the Florida Standards, Lesson Plans will reflect more rigorous instructional tasks that will lead to higher student engagement and achievement.

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Professional development agendas and sign-in sheets will reflect evidence of support offered. Lesson plans will be reviewed weekly looking for rigorous instructional tasks.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Lesson plans will be reviewed weekly by administration and/or school-based coaches looking for planned rigorous learning tasks as a result of professional development.

Person Responsible

Gregory Deal

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

An administrative walkthrough schedule will be followed to observe the rigorous tasks and student engagement.

G1.B2 Lack of Differentiated Instruction 2

 B191442

G1.B2.S1 Teachers need to plan and prioritize rigorous learning to include small group instruction, a high-yield strategy to promote academic engagement, following formative and summative assessments in Reading, Math and Science. 4

 S202920

Strategy Rationale

Struggling students will be instructed according to their learning needs and styles.

Action Step 1 5

Following assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unite assessments), teachers will identify students, plan small group instruction and document it in their Lesson Plans. Groups will have students listed by their identified need, along with supplemental materials being used.

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Small group instruction will be observed via walk-throughs to check for implementation. Probing and questioning of students to check for understanding - during the walkthroughs - will monitor for effectiveness. Student data will be reviewed as assessments are completed. Groups will be changed as required by data.

Action Step 2 5

Students identified as "struggling" will receive additional support from the Title 1 Interventionist, ESOL paraprofessionals, and/or ESE resource teachers as appropriate.

Person Responsible

Gregory Deal

Schedule

Daily, from 9/22/2015 to 6/9/2016

Evidence of Completion

Resource teachers and paraprofessionals schedules, rosters and attendance sheets.
Student data will be reviewed as assessments are completed.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly review of Lesson Plans, by administration and school-based coaches, looking for planned small group instruction to include student names, identified areas of need, and resources to be used for remediation. Student identification will take place following assessments (weekly Reading Wonders, IBTP for Math and Science).

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Small group instruction, to include student names and areas of need by skills/standards, will be observed during administrative and school-based coaches walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor teachers' implementation of effective small group instructional practices using an administrative walkthrough plan, followed by dissemination of feedback to teachers.

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Journey Reports and progress monitoring data (FAIR, District Writing Assessments, weekly Reading Wonders tests, IBTP Math Modules and Science Units assessments).

G1.B3 Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement. 2

 B191443

G1.B3.S1 Teachers will collaboratively plan weekly and deliver standards-based lessons that will be reflected in their Lesson Plans and their instructional practices. 4

 S202921

Strategy Rationale

With support and guidance from administration and school-based coaches, teachers will plan and deliver rigorous, standards-based lessons.

Action Step 1 5

Weekly grade level collaborative planning sessions will be scheduled and monitored by administration and school-based coaches.

Person Responsible

Gregory Deal

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Agendas, Sign-in Sheets, Coaches Logs, and Lesson Plans

Action Step 2 5

Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.

Person Responsible

Gregory Deal

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Classroom walk-throughs and Journey data.

Action Step 3 5

Reading and Math Coaches will support classroom instruction via the coaching cycle.

Person Responsible

Gregory Deal

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Progress monitoring data will be analyzed for student achievement for teachers receiving support.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor teacher participation in collaborative planning and classroom implementation through walkthroughs and the examination of student assessment data.

Person Responsible

Gregory Deal

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Collaborative Planning Sign-in Sheets, Agendas, and Lesson Plans with identified high-yield instructional practices, as well as classroom walkthroughs identified in the weekly administrative plan will be input into Journey.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will conduct walk-throughs for implementation of standards-based instruction.

Person Responsible

Gregory Deal

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Journey data collected during walk-throughs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will receive support from school-based and district coaches, as well as administration, during identified PLC's to develop an understanding of the full intent of the Florida Core Standards and be able to design rigorous lessons that are highly engaging.	Deal, Gregory	8/17/2015	PLC and Professional Development Agendas, Sign-in Sheets, Handouts and completed Lesson Plans	6/9/2016 weekly
G1.B2.S1.A1	Following assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unite assessments), teachers will identify students, plan small group instruction and document it in their Lesson Plans. Groups will have students listed by their identified need, along with supplemental materials being used.	Phillips, Bonnie	8/17/2015	Small group instruction will be observed via walk-throughs to check for implementation. Probing and questioning of students to check for understanding - during the walkthroughs - will monitor for effectiveness. Student data will be reviewed as assessments are completed. Groups will be changed as required by data.	6/9/2016 weekly
G1.B3.S1.A1	Weekly grade level collaborative planning sessions will be scheduled and monitored by administration and school-based coaches.	Deal, Gregory	9/22/2015	Agendas, Sign-in Sheets, Coaches Logs, and Lesson Plans	6/9/2016 monthly
G1.B1.S1.A2	Teachers and school-based coaches will receive monthly support from Regional Coaches (Reading, Math, Science).	Deal, Gregory	8/17/2015	Agendas, Sign-in Sheets, Handouts, and completed Lesson Plans	6/9/2016 monthly
G1.B2.S1.A2	Students identified as "struggling" will receive additional support from the Title 1 Interventionist, ESOL paraprofessionals, and/or ESE resource teachers as appropriate.	Deal, Gregory	9/22/2015	Resource teachers and paraprofessionals schedules, rosters and attendance sheets. Student data will be reviewed as assessments are completed.	6/9/2016 daily
G1.B3.S1.A2	Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.	Deal, Gregory	8/25/2015	Classroom walk-throughs and Journey data.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A3	Reading and Math Coaches will support classroom instruction via the coaching cycle.	Deal, Gregory	8/31/2015	Progress monitoring data will be analyzed for student achievement for teachers receiving support.	6/9/2016 weekly
G1.MA1	Teachers, administration and school-based coaches will monitor student growth over time by disaggregating progress monitoring data as it becomes available throughout the school year: FAIR, District Writing Assessments, weekly Reading Wonders tests, IBTP Math Modules and Science Units assessments. Data will be used by teachers to restructure small groups based on student need.	Deal, Gregory	9/22/2015	Increased student achievement levels on progress monitoring assessments (weekly Reading Wonders tests, IBTP Math Modules and IBTP Science Units assessments) will be disaggregated by teachers to continue to drive their instruction for higher student achievement and student success with the Florida Core Standards on the year-end Florida Standards Assessment (FSA), grades 3 through 5.	6/9/2016 daily
G1.B1.S1.MA1	Lesson plans will be reviewed weekly by administration and/or school-based coaches looking for planned rigorous learning tasks as a result of professional development.	Deal, Gregory	8/17/2015	An administrative walkthrough schedule will be followed to observe the rigorous tasks and student engagement.	6/9/2016 weekly
G1.B1.S1.MA1	As a result of the professional development offered to assist teachers' in developing their understanding of the Florida Standards, Lesson Plans will reflect more rigorous instructional tasks that will lead to higher student engagement and achievement.	Phillips, Bonnie	8/17/2015	Professional development agendas and sign-in sheets will reflect evidence of support offered. Lesson plans will be reviewed weekly looking for rigorous instructional tasks.	6/9/2016 weekly
G1.B1.S1.MA3	[no content entered]			one-time	
G1.B2.S1.MA1	Monitor teachers' implementation of effective small group instructional practices using an administrative walkthrough plan, followed by dissemination of feedback to teachers.	Phillips, Bonnie	9/22/2015	Journey Reports and progress monitoring data (FAIR, District Writing Assessments, weekly Reading Wonders tests, IBTP Math Modules and Science Units assessments).	6/9/2016 weekly
G1.B2.S1.MA1	Weekly review of Lesson Plans, by administration and school-based coaches, looking for planned small group instruction to include student names, identified areas of need, and resources to be used for remediation. Student identification will take place following assessments (weekly Reading Wonders, IBTP for Math and Science).	Phillips, Bonnie	8/24/2015	Small group instruction, to include student names and areas of need by skills/standards, will be observed during administrative and school-based coaches walkthroughs.	6/9/2016 weekly
G1.B3.S1.MA1	Administrators will conduct walk-throughs for implementation of standards-based instruction.	Deal, Gregory	9/22/2015	Journey data collected during walk-throughs.	6/9/2016 monthly
G1.B3.S1.MA1	Monitor teacher participation in collaborative planning and classroom implementation through walkthroughs and the examination of student assessment data.	Deal, Gregory	8/24/2015	Collaborative Planning Sign-in Sheets, Agendas, and Lesson Plans with identified high-yield instructional practices, as well as classroom walkthroughs identified in the weekly administrative plan will be input into Journey.	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. With the help of Administration and Coaches, teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction.

G1.B1 Teachers' knowledge of the Florida Core Standards needs to be developed to a higher degree of understanding and to the full intent of the standard.

G1.B1.S1 Plan and deliver professional development opportunities to allow teachers to deepen their knowledge of the Florida Core Standards.

PD Opportunity 1

Teachers will receive support from school-based and district coaches, as well as administration, during identified PLC's to develop an understanding of the full intent of the Florida Core Standards and be able to design rigorous lessons that are highly engaging.

Facilitator

Gregory Deal, Bonnie Phillips, Reading Coach, Math Coach

Participants

Grade-level Teams

Schedule

Weekly, from 8/17/2015 to 6/9/2016

PD Opportunity 2

Teachers and school-based coaches will receive monthly support from Regional Coaches (Reading, Math, Science).

Facilitator

Regional Coaches (Reading, Math, Science)

Participants

Classroom Teachers and School-based Coaches

Schedule

Monthly, from 8/17/2015 to 6/9/2016

G1.B2 Lack of Differentiated Instruction

G1.B2.S1 Teachers need to plan and prioritize rigorous learning to include small group instruction, a high-yield strategy to promote academic engagement, following formative and summative assessments in Reading, Math and Science.

PD Opportunity 1

Following assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unite assessments), teachers will identify students, plan small group instruction and document it in their Lesson Plans. Groups will have students listed by their identified need, along with supplemental materials being used.

Facilitator

Gregory Deal, Principal; Bonnie Phillips, Assistant Principal

Participants

Classroom Teachers

Schedule

Weekly, from 8/17/2015 to 6/9/2016

G1.B3 Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement.

G1.B3.S1 Teachers will collaboratively plan weekly and deliver standards-based lessons that will be reflected in their Lesson Plans and their instructional practices.

PD Opportunity 1

Weekly grade level collaborative planning sessions will be scheduled and monitored by administration and school-based coaches.

Facilitator

Gregory Deal, Principal; Bonnie Phillips, AP; Neena Williams, Math Coach; Cassandra Anderson, Reading Coach

Participants

Classroom Teachers and School-based Coaches

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will receive support from school-based and district coaches, as well as administration, during identified PLC's to develop an understanding of the full intent of the Florida Core Standards and be able to design rigorous lessons that are highly engaging.	\$0.00
2	G1.B1.S1.A2	Teachers and school-based coaches will receive monthly support from Regional Coaches (Reading, Math, Science).	\$0.00
3	G1.B2.S1.A1	Following assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unite assessments), teachers will identify students, plan small group instruction and document it in their Lesson Plans. Groups will have students listed by their identified need, along with supplemental materials being used.	\$0.00
4	G1.B2.S1.A2	Students identified as "struggling" will receive additional support from the Title 1 Interventionist, ESOL paraprofessionals, and/or ESE resource teachers as appropriate.	\$0.00
5	G1.B3.S1.A1	Weekly grade level collaborative planning sessions will be scheduled and monitored by administration and school-based coaches.	\$0.00
6	G1.B3.S1.A2	Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.	\$0.00
7	G1.B3.S1.A3	Reading and Math Coaches will support classroom instruction via the coaching cycle.	\$0.00
Total:			\$0.00