

Polk County Public Schools

North Lakeland Elementary School Of Choice



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 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	71%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Lakeland Elementary School Of Choice

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 environment in which all students will increase academic performance and become personal, academic, and professional leaders.

b. 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.

2. School Environment

a. 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-based 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. Additionally, NLE also hosts several Family Nights, where teachers and staff build relationships with families in the community.

b. 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 buildings 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, CHAMPS, and our own STAR philosophy into every classroom, every student is viewed as a leader and encouraged to develop their own unique talents.

c. 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 takes a proactive and positive approach to classroom management to keep students engaged during instructional time. We implement both a Positive Behavior Support (PBS) program as well as infuse classrooms with the CHAMPS philosophy. 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 both the PBS and CHAMPS expectations at the beginning of the school year. 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

d. 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.

3. Early Warning Systems

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

a. 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.

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

1. *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	
Attendance below 90 percent	37	48	35	40	44	49	0	0	0	0	0	0	0	253
One or more suspensions	2	6	10	8	15	15	0	0	0	0	0	0	0	56
Course failure in ELA or Math	0	3	2	3	7	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	34	34	28	0	0	0	0	0	0	0	96
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	5	5	0	0	0	0	0	0	0	11

c. 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, CHAMPS, 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317872>.

2. Description

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

2. 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 meetings involve lively

conversations which assist with our decision making and allows our community members to support the school and help increase student achievement. North Lakeland Elementary also sends out a monthly newsletter via our website which informs and invites the community to our school activities. Additionally, Business Partners come to NLE to teach our Junior Achievement curriculum; and, provide reading support through the District Reading Pals program.

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) providing a text messaging system to send important messages to families that opt in, (5) inviting families to participate in SAC (6) inviting families to 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

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

The School-Based Leadership Team meets on a weekly basis on Friday.

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.

2. 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 (NLE). 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 NLE 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 NLE 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, along with the assistant principal, 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, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gregory Deal	Principal
Amy Woodard	Education Support Employee
Lauren Shinholster	Business/Community
Christina Orozco	Parent
Gladys Rivera	Education Support Employee
Shaundra Ellis	Teacher
Janira Rodriguez	Teacher
Sam's Club Representative	Business/Community
Kevin Busse	Business/Community
Laura Sandoval	Parent
Nataly Escobar	Parent
Keia Dukes	Parent
Kamishaa Hough	Parent

b. Duties

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

a. 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 will meet eight times during the school year. The SIP was discussed and evaluated, via a PowerPoint presentation, at a SAC meeting. During the latter portion of the 2015-2016 school year, school administration shared progress monitoring data with our SAC members in order for them to understand our areas of strength, and areas for growth. They made suggestions as to the level of growth at which we should set our performance targets.

b. Development of this school improvement plan

At the beginning of this 2016-17 school year, we reviewed the performance data available, the 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.

c. 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.

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

N/A

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

Yes

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

Working to add members to the council.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Deal, Gregory	Principal
Phillips, Bonnie	Assistant Principal
Anderson, Cassandra	Instructional Coach
Hoover, Mary	Instructional Media
Goff, Lisa	Teacher, K-12
Peoples, Kevin	Teacher, K-12
Krause, DeAnna	Teacher, K-12
Buchanon, Stacey	Teacher, K-12
Woodard, Amy	Teacher, K-12
Bolger, Michele	Teacher, K-12
Fiermonti, Christen	Teacher, K-12
Moss, Alyson	Teacher, K-12
Crandall, Samantha	Teacher, K-12
Sasser, Margaret	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 2016-17 are the clustering of ESE and ELL students to meet their

educational needs; and, to guide the implementation of the Florida Standards. Additional initiatives include:

- To provide motivation and the love of reading for ALL students, parents and staff
- To promote the Accelerated Reader program
- 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 promote participation in Florida Literacy Week events

D. Public and Collaborative Teaching

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

1. 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 (PLC's) and Collaborative Planning Days to support discussion of best practices in instruction, which are aligned to the PCSB instructional plans and Florida Standards. Grade levels have been provided with a weekly common planning and PLC day: Tuesday and Thursday; 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, as needed.

2. 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, 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, AR data, FAIR results, 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.

b. Instructional Strategies

1. 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, to be delivered through small group instruction. Assessments included are FSA, IBTP, FLKRS, FAIR, Go Math and Reading Wonders assessments, as well as 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. The MTSS system is implemented with fidelity when student needs are not being met during core instruction, Level 1.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 (NLE) 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 NLE 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Increase student achievement through strengthening the effectiveness of instructional staff.
- G2.** Teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction.
- G3.** A safe and supportive environment, conducive to teaching and learning, will be provided for all students.

Strategic Goals Detail

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

G1. Increase student achievement through strengthening the effectiveness of instructional staff. 1a

G087505

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of data analysis to drive instruction.
- Lack of rigor in instructional pacing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based Instructional Coaches for Reading, Math, and Science, Curriculum Pacing maps provided by school-based coaches, District Learning Maps, Professional Development provided by District and school-based coaches, a variety of curriculum: Reading Wonders, Go Math, Engage NY, CPALMS, etc.

Plan to Monitor Progress Toward G1. 8

Student achievement results from progress monitoring data.

Person Responsible

Gregory Deal

Schedule

Monthly, from 9/8/2016 to 5/26/2017

Evidence of Completion

Data for Reading: Reading Wonders weekly assessments, FAIR (3 times a year), STAR and STAR Early Lit (quarterly) Data for Math: IBTP (monthly by Module), weekly formative and summative assessments

G2. Teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction. 1a

G087506

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	46.0
FSA Mathematics Achievement	47.0
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of response to learners' needs using data to develop a supportive, rigorous learning environment.
- Teachers knowledge and understanding of the specific learning targets within the Florida Standards need to be expanded.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 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, weekly Reading Wonders tests, IBTP, Math Modules formative and summative assessments, and Science Units assessments. Data will be used by teachers to restructure small groups based on student need.

Person Responsible

Gregory Deal

Schedule

Weekly, from 9/13/2016 to 5/30/2017

Evidence of Completion

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

G3. A safe and supportive environment, conducive to teaching and learning, will be provided for all students. 1a

G087507

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Students' lack of understanding of classroom expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS, CHAMPS, MTSS, Guidance Counselor, School Psychologist

Plan to Monitor Progress Toward G3. 8

MTSS student data and Genesis Student Discipline Summary Report will be disaggregated to check for progress toward meeting our goal.

Person Responsible

Bonnie Phillips

Schedule

Monthly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Genesis Incident Reports, Student Discipline Summary Reports, MTSS data.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement through strengthening the effectiveness of instructional staff. 1

 G087505

G1.B1 Lack of data analysis to drive instruction. 2

 B232609

G1.B1.S1 Reflective Practice: Use data results to identify strengths and weaknesses in individual teaching practice, to collaboratively address areas of concerns, and improve effectiveness in helping all students learn. 4

 S245523

Strategy Rationale

Teachers will have a deeper understanding of how to modify their instruction based on an analysis of student achievement data.

Action Step 1 5

In Reading, instructional staff will monitor their weekly Reading Wonders assessments in order to plan for the instructional needs of struggling learners.

Person Responsible

Cassandra Anderson

Schedule

Monthly, from 9/13/2016 to 5/23/2017

Evidence of Completion

Lesson plans that show differentiation and remediation for identified struggling learners, progress monitoring data (RW weekly assessments, FAIR, AR, STAR, etc.); and, PLC Sign-in Sheets showing participation in the professional learning.

Action Step 2 5

In Math, instructional staff will monitor their IBTP and formative assessments in order to plan for the instructional needs of struggling learners.

Person Responsible

Neena Williams

Schedule

Monthly, from 9/13/2016 to 5/23/2017

Evidence of Completion

Lesson plans that show differentiation and remediation for identified struggling learners, progress monitoring data (IBTP, module assessments, teacher-creative summative assessments, etc.); and, PLC Sign-in Sheets showing participation in the professional learning.

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

During PLC's, instructional staff will bring their student data for reflection and discussion to identify struggling learners and plan to remediate.

Person Responsible

Gregory Deal

Schedule

Monthly, from 9/20/2016 to 5/23/2017

Evidence of Completion

In Reading: reports for Reading Wonders, AR, STAR, FAIR In Math: reports for IBTP, and formative and summative assessments from various curricula resources

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

Teachers will monitor their student learning gains for effectiveness using their student data folders during PLC's. Administration and coaches will monitor MTSS data updates monthly.

Person Responsible

Bonnie Phillips

Schedule

Monthly, from 9/16/2016 to 5/26/2017


Evidence of Completion

Small group plans, student data (re-assessments from remediation instruction.

G1.B2 Lack of rigor in instructional pacing. 2

 B232610

G1.B2.S1 Provide Pacing Calendars to ensure instructional staff are aware of timelines in order to address the Florida Standards with rigor and fidelity throughout the academic year. 4

 S245524

Strategy Rationale

To ensure all Florida Standards have been addressed within the academic year.

Action Step 1 5

During grade-level collaborative planning, teachers will use their Pacing Calendar to plan their units in all academic subjects.

Person Responsible

Neena Williams

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Dated Lesson Plans that reflect pacing in alignment with instructional timelines. PLC Sign-In sheets that reflect participation in weekly collaborative planning.

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

Monitor teacher participation in weekly collaborative planning; as well as an examination of a proactive and positive approach to time management in the classroom (CHAMPS/STOIC) through administrative walk-throughs.

Person Responsible

Gregory Deal

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Administrative walk-throughs and PLC Sign-in Sheets.

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

Classroom observations (walk-throughs) of compliance to instructional pacing and dated lesson plans.

Person Responsible

Gregory Deal


Schedule

Daily, from 8/30/2016 to 6/2/2017

Evidence of Completion

Journey Evaluation System and Lesson Plans


G2. Teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction. 1

 G087506

G2.B1 Teachers' lack of response to learners' needs using data to develop a supportive, rigorous learning environment. 2

 B232611

G2.B1.S1 Professional development will be provided by District and School-based Coaches to strengthen teachers' understanding of identifying specific learner needs through data, in order for them to develop and provide rigorous tasks across all content areas. 4

 S245525

Strategy Rationale

Teachers' deeper understanding of the use of data in identifying specific learner needs will lead to a more engaging learning environment and increased student achievement.

Action Step 1 5

Teachers will receive support from school-based and district coaches, as well as administration, during pre-planned professional development.

Person Responsible

Gregory Deal

Schedule

Monthly, from 8/12/2016 to 4/18/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Reviews of teacher lesson plans and student small group plans (via walk-throughs and PLC's) to monitor for implementation of rigorous tasks based on student data will be implemented.

Person Responsible

Bonnie Phillips

Schedule

Monthly, from 8/19/2016 to 4/18/2017

Evidence of Completion

Professional development agendas and sign-in sheets will reflect evidence of support offered and teacher participation. Walk-throughs and PLC Agendas/Topics will provide evidence of monitoring for rigorous instructional task implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student achievement data, as it is used to drive instruction for specific learning needs, will show student learning gains.

Person Responsible

Gregory Deal

Schedule

Weekly, from 6/2/2017 to 6/2/2017


Evidence of Completion

Data from the following sources: FAIR, Reading Wonders assessments, Accelerated Reader, STAR, STAR Early Lit, IBTP, teacher-made formative and summative assessments and FSA.

G2.B2 Teachers knowledge and understanding of the specific learning targets within the Florida Standards need to be expanded. **2**

 B232612

G2.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**

 S245526

Strategy Rationale

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

Action Step 1 **5**

Using data analysis of assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unit assessments), teachers will identify students needs to plan rigorous tasks to use during 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 9/13/2016 to 6/2/2017

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 9/6/2016 to 6/2/2017

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 G2.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 9/6/2016 to 6/2/2017

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 G2.B2.S1 7

Monitor teachers' implementation of effective small group instructional practices during daily/ weekly walk-throughs, followed by immediate feedback to teachers.

Person Responsible

Bonnie Phillips

Schedule


Weekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Journey Evaluation Reports

G3. A safe and supportive environment, conducive to teaching and learning, will be provided for all students.


1

 G087507

G3.B1 Students' lack of understanding of classroom expectations. 2

 B232613

G3.B1.S1 Teachers will create and display expectations to help students be successful in school. 4

 S245527

Strategy Rationale

Students will know and understand what is expected of them in the classroom and on school grounds.

Action Step 1 5

Using CHAMPS resources, every teachers will write a Classroom Management Plan to create a positive classroom environment. Additionally, teachers will follow the school's PBS plan.

Person Responsible

Bonnie Phillips

Schedule

On 9/30/2016

Evidence of Completion

Classroom Management Plans will be collected and reviewed. Classroom walk-throughs will be focused.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-throughs will be inclusive of monitoring for implementation of CHAMPS expectations (i.e. conversations, movements, activities, participation).

Person Responsible

Bonnie Phillips

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

CHAMPS "charts" will be displayed in classrooms. Journey data will reflect teachers fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Throughout the year professional development will be provided at determined intervals to check for teacher understanding and to go deeper with CHAMPS implementation.

Person Responsible

Bonnie Phillips

Schedule

Every 2 Months, from 10/31/2016 to 6/2/2017

Evidence of Completion

PD Agendas and sign-in sheets. Classroom walk-throughs specifically looking for CHAMPS implementation. Teacher conversations with administration.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.A1 A317894	Using CHAMPS resources, every teachers will write a Classroom Management Plan to create a positive...	Phillips, Bonnie	8/8/2016	Classroom Management Plans will be collected and reviewed. Classroom walk-throughs will be focused.	9/30/2016 one-time
G2.B1.S1.MA1 M331004	Reviews of teacher lesson plans and student small group plans (via walk-throughs and PLC's) to...	Phillips, Bonnie	8/19/2016	Professional development agendas and sign-in sheets will reflect evidence of support offered and teacher participation. Walk-throughs and PLC Agendas/Topics will provide evidence of monitoring for rigorous instructional task implementation.	4/18/2017 monthly
G2.B1.S1.A1 A317891	Teachers will receive support from school-based and district coaches, as well as administration,...	Deal, Gregory	8/12/2016	Professional Development Agendas, Sign-in Sheets, Handouts and completed Lesson Plans	4/18/2017 monthly
G1.B1.S1.MA1 M330999	During PLC's, instructional staff will bring their student data for reflection and discussion to...	Deal, Gregory	9/20/2016	In Reading: reports for Reading Wonders, AR, STAR, FAIR In Math: reports for IBTP, and formative and summative assessments from various curricula resources	5/23/2017 monthly
G1.B1.S1.A1 A317888	In Reading, instructional staff will monitor their weekly Reading Wonders assessments in order to...	Anderson, Cassandra	9/13/2016	Lesson plans that show differentiation and remediation for identified struggling learners, progress monitoring data (RW weekly assessments, FAIR, AR, STAR, etc.); and, PLC Sign-in Sheets showing participation in the professional learning.	5/23/2017 monthly
G1.B1.S1.A2 A317889	In Math, instructional staff will monitor their IBTP and formative assessments in order to plan for...	Williams, Neena	9/13/2016	Lesson plans that show differentiation and remediation for identified struggling learners, progress monitoring data (IBTP, module assessments, teacher-creative summative assessments, etc.); and, PLC Sign-in Sheets showing participation in the professional learning.	5/23/2017 monthly
G1.MA1 M331002	Student achievement results from progress monitoring data.	Deal, Gregory	9/8/2016	Data for Reading: Reading Wonders weekly assessments, FAIR (3 times a year), STAR and STAR Early Lit (quarterly) Data for Math: IBTP (monthly by Module), weekly formative and summative assessments	5/26/2017 monthly
G1.B1.S1.MA1 M330998	Teachers will monitor their student learning gains for effectiveness using their student data...	Phillips, Bonnie	9/16/2016	Small group plans, student data (re-assessments from remediation instruction.	5/26/2017 monthly
G2.MA1 M331007	Teachers, administration and school-based coaches will monitor student growth over time by...	Deal, Gregory	9/13/2016	Increased student achievement levels on progress monitoring assessments (weekly Reading Wonders tests, Math Module assessments and IBTP Science Units assessments) will be disaggregated by teachers to continue to drive their instruction to meet the needs of all learners for higher student achievement and student success with the Florida Core Standards on the year-end Florida Standards Assessment (FSA), grades 3 through 5.	5/30/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1  M331010	MTSS student data and Genesis Student Discipline Summary Report will be disaggregated to check for...	Phillips, Bonnie	10/31/2016	Genesis Incident Reports, Student Discipline Summary Reports, MTSS data.	6/2/2017 monthly
G1.B2.S1.MA1  M331000	Classroom observations (walk-throughs) of compliance to instructional pacing and dated lesson plans.	Deal, Gregory	8/30/2016	Journey Evaluation System and Lesson Plans	6/2/2017 daily
G1.B2.S1.MA1  M331001	Monitor teacher participation in weekly collaborative planning; as well as an examination of a...	Deal, Gregory	8/29/2016	Administrative walk-throughs and PLC Sign-in Sheets.	6/2/2017 daily
G1.B2.S1.A1  A317890	During grade-level collaborative planning, teachers will use their Pacing Calendar to plan their...	Williams, Neena	8/30/2016	Dated Lesson Plans that reflect pacing in alignment with instructional timelines. PLC Sign-In sheets that reflect participation in weekly collaborative planning.	6/2/2017 weekly
G2.B1.S1.MA1  M331003	Student achievement data, as it is used to drive instruction for specific learning needs, will show...	Deal, Gregory	6/2/2017	Data from the following sources: FAIR, Reading Wonders assessments, Accelerated Reader, STAR, STAR Early Lit, IBTP, teacher-made formative and summative assessments and FSA.	6/2/2017 weekly
G2.B2.S1.MA1  M331005	Monitor teachers' implementation of effective small group instructional practices during...	Phillips, Bonnie	9/13/2016	Journey Evaluation Reports	6/2/2017 weekly
G2.B2.S1.MA1  M331006	Weekly review of Lesson Plans, by administration and school-based coaches, looking for planned...	Phillips, Bonnie	9/6/2016	Small group instruction, to include student names and areas of need by skills/standards, will be observed during administrative and school-based coaches walkthroughs.	6/2/2017 weekly
G2.B2.S1.A1  A317892	Using data analysis of assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and...	Phillips, Bonnie	9/13/2016	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.	6/2/2017 weekly
G2.B2.S1.A2  A317893	Students identified as "struggling" will receive additional support from the Title 1...	Deal, Gregory	9/6/2016	Resource teachers and paraprofessionals schedules, rosters and attendance sheets. Student data will be reviewed as assessments are completed.	6/2/2017 daily
G3.B1.S1.MA1  M331008	Throughout the year professional development will be provided at determined intervals to check for...	Phillips, Bonnie	10/31/2016	PD Agendas and sign-in sheets. Classroom walk-throughs specifically looking for CHAMPS implementation. Teacher conversations with administration.	6/2/2017 every-2-months
G3.B1.S1.MA1  M331009	Classroom walk-throughs will be inclusive of monitoring for implementation of CHAMPS expectations...	Phillips, Bonnie	8/15/2016	CHAMPS "charts" will be displayed in classrooms. Journey data will reflect teachers fidelity of implementation.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Increase student achievement through strengthening the effectiveness of instructional staff.

G1.B1 Lack of data analysis to drive instruction.

G1.B1.S1 Reflective Practice: Use data results to identify strengths and weaknesses in individual teaching practice, to collaboratively address areas of concerns, and improve effectiveness in helping all students learn.

PD Opportunity 1

In Reading, instructional staff will monitor their weekly Reading Wonders assessments in order to plan for the instructional needs of struggling learners.

Facilitator

Cassandra Anderson, Reading Coach

Participants

All instructional staff

Schedule

Monthly, from 9/13/2016 to 5/23/2017

PD Opportunity 2

In Math, instructional staff will monitor their IBTP and formative assessments in order to plan for the instructional needs of struggling learners.

Facilitator

Neena Williams, Math Coach

Participants

All instructional staff

Schedule

Monthly, from 9/13/2016 to 5/23/2017

G2. Teachers will engage students in rigorous tasks across all content areas aligned with the Florida Core Standards to improve core instruction.

G2.B1 Teachers' lack of response to learners' needs using data to develop a supportive, rigorous learning environment.

G2.B1.S1 Professional development will be provided by District and School-based Coaches to strengthen teachers' understanding of identifying specific learner needs through data, in order for them to develop and provide rigorous tasks across all content areas.

PD Opportunity 1

Teachers will receive support from school-based and district coaches, as well as administration, during pre-planned professional development.

Facilitator

Gregory Deal, Bonnie Phillips, Cassandra Anderson, Neena Williams, Jennifer Rouse

Participants

Grade-level Teams

Schedule

Monthly, from 8/12/2016 to 4/18/2017

G2.B2 Teachers knowledge and understanding of the specific learning targets within the Florida Standards need to be expanded.

G2.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

Using data analysis of assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unit assessments), teachers will identify students needs to plan rigorous tasks to use during instruction, and document it in their Lesson Plans. Groups will have students listed by their identified need, along with supplemental materials being used.

Facilitator

School-based Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 9/13/2016 to 6/2/2017

G3. A safe and supportive environment, conducive to teaching and learning, will be provided for all students.

G3.B1 Students' lack of understanding of classroom expectations.

G3.B1.S1 Teachers will create and display expectations to help students be successful in school.

PD Opportunity 1

Using CHAMPS resources, every teachers will write a Classroom Management Plan to create a positive classroom environment. Additionally, teachers will follow the school's PBS plan.

Facilitator

Bonnie Phillips, AP and Angela Clark, Resource

Participants

Classroom teachers and paraprofessionals.

Schedule

On 9/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	In Reading, instructional staff will monitor their weekly Reading Wonders assessments in order to plan for the instructional needs of struggling learners.	\$0.00
2	G1.B1.S1.A2	In Math, instructional staff will monitor their IBTP and formative assessments in order to plan for the instructional needs of struggling learners.	\$0.00
3	G1.B2.S1.A1	During grade-level collaborative planning, teachers will use their Pacing Calendar to plan their units in all academic subjects.	\$0.00
4	G2.B1.S1.A1	Teachers will receive support from school-based and district coaches, as well as administration, during pre-planned professional development.	\$0.00
5	G2.B2.S1.A1	Using data analysis of assessments (weekly Reading Wonders tests, IBTP Math Module assessments, and IBTP Science Unit assessments), teachers will identify students needs to plan rigorous tasks to use during 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
6	G2.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
7	G3.B1.S1.A1	Using CHAMPS resources, every teachers will write a Classroom Management Plan to create a positive classroom environment. Additionally, teachers will follow the school's PBS plan.	\$0.00
Total:			\$0.00