

Polk County Public Schools

North Lakeland Elementary School Of Choice



2017-18 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) | 2016-17 Title I School | 2016-17 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 | 73% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C* | D |

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for North Lakeland Elementary School Of Choice

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | - 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 School Counselor. Additionally, the School Counselor holds small group sessions on a variety of topics such as divorce, bullying, and getting along with peers. Teachers and School 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------|---------------------|
| Sealey , Kim | Principal |
| Phillips, Bonnie | Assistant Principal |
| Vandersteen, Michelle | School Counselor |
| 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 Monday.

The Principal provides a common vision for the use of data-based decision-making towards increasing student achievement. She 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.

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 |
|---------------------------|----------------------------|
| Kim Sealey | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017-18 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 |
|---------------------|---------------------|
| Sealey , Kim | Principal |
| Phillips, Bonnie | Assistant Principal |
| Anderson, Cassandra | Instructional Coach |
| Hoover, Mary | Instructional Media |
| Goff, Lisa | 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 twice per month 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 the 2017-2018 school year are to guide the implementation of the Florida Standards and to deepen the core instructional practices in the classrooms. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 STAR (3-5), STAR Early Literacy (K-2), Reading Wonders Unit Tests, AR data, District Module Math Assessments, and STAR Math 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 STAR 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If we strengthen core ELA and Math instruction by increasing the rigorous tasks across all grade levels, then we will increase ELA proficiency by 10% and Math proficiency by 5% as evidenced by the Spring 2018 FSA data.
- G2.** If safe and supportive strategies are implemented school-wide, then conditions for learning will facilitate student engagement.

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. If we strengthen core ELA and Math instruction by increasing the rigorous tasks across all grade levels, then we will increase ELA proficiency by 10% and Math proficiency by 5% as evidenced by the Spring 2018 FSA data. 1a

G098013

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| School Grade - Percentage of Points Earned | 54.0 |
| FSA ELA Achievement - SWD | 20.0 |
| FSA ELA Achievement | 51.0 |
| FSA Mathematics Achievement | 54.0 |
| ELA/Reading Gains | 50.0 |
| ELA/Reading Lowest 25% Gains | 64.0 |
| Math Lowest 25% Gains | 53.0 |
| Statewide Science Assessment Achievement | 50.0 |
| Math Gains | 53.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of data analysis to drive instruction.
- Lack of literacy foundational skills.

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

Increased student achievement results from progress monitoring data.

Person Responsible

Kim Sealey

Schedule

Monthly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Data for Reading: Reading Wonders weekly assessments, iStation (monthly), STAR (quarterly) and STAR Early Literacy (quarterly) Data for Math: Module assessments, iStation (monthly), STAR Math (quarterly), Getting Ready for FSA (Go Math), and on-going assessments from Go Math

G2. If safe and supportive strategies are implemented school-wide, then conditions for learning will facilitate student engagement. 1a

G098014

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 125.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge on how to respond to negative social and emotional responses from the students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS, CHAMPS, MTSS, Guidance Counselor, School Psychologist, Social Worker, Staff members
- Family Nights
- Engaging Students with Poverty in Mind by Eric Jensen

Plan to Monitor Progress Toward G2. 8

Support Staff Team will review and compare monthly Genesis Discipline Reports to the corresponding month from the 2016-17 school year to monitor for a decrease in behavior incidents.

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Support Staff Team Minutes

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. If we strengthen core ELA and Math instruction by increasing the rigorous tasks across all grade levels, then we will increase ELA proficiency by 10% and Math proficiency by 5% as evidenced by the Spring 2018 FSA data. 1

 G098013

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

 B263555

G1.B1.S1 Reflective Practice: Use data results from formative assessments to identify strengths and weaknesses in individual student learning. Teachers collaboratively address areas of concerns by planning instruction for effective remediation in order to improve student understanding toward mastery of the standards. 4

 S279118

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, teachers will monitor their formative assessments, to include weekly Reading Wonders assessments, in order to plan for the individual instructional needs of all learners.

Person Responsible

Cassandra Anderson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Pass through observation and walk through evaluation data, Lesson plans that show differentiation and extension or remediation plans for all learners, progress monitoring data (formative classroom assessments, RW weekly assessments, AR, STAR, etc.); and, PLC Sign-in Sheets and collaborative notes showing participation in the professional learning and classroom action plan for student improvement.

Action Step 2 5

In Math, teachers will monitor their formative and summative assessments in order to plan for the instructional needs of all learners.

Person Responsible

Neena Williams

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Pass through observation and walk through evaluation data, Lesson plans that show differentiation and extension or remediation plans for all learners, progress monitoring data (formative classroom assessments, module assessments, STAR, etc.); and, PLC Sign-in Sheets and collaborative notes showing participation in the professional learning and classroom action plan for student improvement.

Action Step 3 5

Self-contained, resource and inclusion ESE teachers will attend weekly collaborative grade level planning.

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Collaborative Planning Sign-in sheet

Action Step 4 5

All K-5 instructional staff will participate in a full day of collaborative planning, using data, to address areas of student academic concerns.

Person Responsible

Kim Sealey

Schedule

On 10/30/2017

Evidence of Completion

PD Sign-in sheet

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

During PLC's, all ESE and Regular Education teachers will bring their student data to collaboratively reflect and discuss in order to identify all learner strengths and weaknesses and plan for remediation or extension.

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

In Reading: reports for formative assessments, Reading Wonders weekly assessments, AR, STAR In Math: reports for formative and summative assessments, module assessments and STAR Math

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

Teacher collaboration will reflect conversations around all students and their instructional strengths and weaknesses. Teachers will be able to discuss their understanding of current student academic targets toward mastering the standards through in-depth analysis of student data.

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Differentiated lesson plans, student data folders (re-assessments from remediation instruction).

G1.B1.S2 Professional development will be provided by district and school-based coaches to strengthen teachers' understanding of identifying specific learner needs through data. 4

 S279119

Strategy Rationale

Teachers will have a deeper understanding of how to identify student needs through data reflection and planning.

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

Kim Sealey

Schedule

Monthly, from 8/10/2017 to 2/22/2018

Evidence of Completion

PLC Agendas and sign-in sheets

Action Step 2 5

Our Math Coach will attend the NCTM Conference in Orlando to gather additional instructional strategies to implement in classrooms with teachers.

Person Responsible

Kim Sealey

Schedule

On 10/20/2017

Evidence of Completion

Agendas and Event Program

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of teacher lesson plans and student small group plans to monitor for implementation of rigorous tasks.

Person Responsible

Kim Sealey

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough data, professional development agendas, PD sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from the following sources: Reading wonders weekly assessments, iStation Priority Report, Teacher-made formative and summative assessments and Accelerated Reading Summary Report

G1.B1.S3 Teachers will implement writing across all content areas. 4

 S279120

Strategy Rationale

Students who write about their thinking and learning develop a deeper understanding of the content and grade level standards.

Action Step 1 5

Teachers will incorporate student writing tasks throughout academic content areas each day.

Person Responsible

Kim Sealey

Schedule

Monthly, from 9/5/2017 to 3/15/2018

Evidence of Completion

Journal writing posted in the classroom; Genre student writing samples

Action Step 2 5

Fifth Grade Teachers will plan for student science writing and instruction through a full planning day with Polly Burkhardt

Person Responsible

Neena Williams

Schedule

On 11/15/2017

Evidence of Completion

Sign-in sheets for planning session

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Student writing portfolios will be created for each K-5 student

Person Responsible

Kim Sealey

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Improvement of analytical writing samples through the weekly Reading Wonders Assessments

Person Responsible

Kim Sealey

Schedule

Monthly, from 9/11/2017 to 5/25/2018


Evidence of Completion

PLC Agenda with Question #11 tracking sheet discussion, grade level writing samples shared during PLCs

G1.B4 Lack of literacy foundational skills. **2**

 B263558

G1.B4.S1 Increase teachers' knowledge of a balanced literacy program. **4**

 S279122

Strategy Rationale

To improve core instruction.

Action Step 1 **5**

Teachers will participate in periodic professional development of the components and application of a balanced literacy program, to include knowledge of the continuum of literacy (decoding, fluency, comprehension skills).

Person Responsible

Cassandra Anderson

Schedule

Monthly, from 8/17/2017 to 5/24/2018

Evidence of Completion

PLC notes; lesson plans, small group lesson plans, teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Pass-throughs and walk-throughs

Person Responsible

Kim Sealey

Schedule

Weekly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Journey entries

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Increase in students' skills reflected in iStation progress monitoring.

Person Responsible

Kim Sealey

Schedule

Monthly, from 9/14/2017 to 5/24/2018

Evidence of Completion

iStation reports

G1.B4.S2 To increase ELA exposure and application to literacy and foundational skills through tutoring.

4

 S279123

Strategy Rationale

To improve skills in phonics, phonemic awareness, fluency, comprehension, and vocabulary.

Action Step 1 5

Third through fifth grade ESOL students will be involved in ELA and/or Math after school tutoring.

Person Responsible

Kim Sealey

Schedule

Weekly, from 10/2/2017 to 12/21/2017

Evidence of Completion

Student attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

A pre- and post- assessment will be given to students involved in ESOL tutoring.

Person Responsible

Kim Sealey

Schedule

On 12/21/2017

Evidence of Completion

Pre and Post test results for each student.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Review AR Zone of Proximal Development (ZPD) designation for an increase.

Person Responsible

Cassandra Anderson


Schedule

Weekly, from 10/2/2017 to 12/21/2017


Evidence of Completion

AR Weekly reports for all ESOL tutoring students.

G2. If safe and supportive strategies are implemented school-wide, then conditions for learning will facilitate student engagement. **1**

 G098014

G2.B2 Teachers' lack of knowledge on how to respond to negative social and emotional responses from the students. **2**

 B263560

G2.B2.S1 Staff implements proactive classroom strategies to respond to negative social and emotional responses from students in order to create a positive and engaging learning environment. **4**

 S279127

Strategy Rationale

In order to create a supportive and engaging learning environment.

Action Step 1 **5**

Provide strategies about the Seven Engagement Factors from "Engaging Students with Poverty in Mind" by Eric Jensen to instructional staff.

Person Responsible

Michelle Vandersteen

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Notes and collaborative discussions monitored by administration during PLC's; Counselor's Corner suggestions in the Weekly Team Newsletter.

Action Step 2 **5**

Provide staff with deescalation strategies to calm the agitated student and create a positive classroom environment.

Person Responsible

Kim Sealey

Schedule

On 5/24/2018

Evidence of Completion

Reflection sheet and follow-up discussion notes during PLC's

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Pass-through and walk-through observations by administration.

Person Responsible

Kim Sealey

Schedule

Daily, from 10/11/2017 to 5/24/2018

Evidence of Completion

Observation evidence of deescalation strategies used in classrooms recorded in SharePoint.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A Behavior Tracking Form is submitted with a Discipline Referral and includes attempted deescalation strategies.

Person Responsible

Kim Sealey

Schedule

Daily, from 10/11/2017 to 5/24/2018

Evidence of Completion

When a Discipline Referral is submitted, a corresponding Behavior Tracking Form (including attempted deescalation strategies) is attached.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

A survey will be conducted before training, mid-year and end-of-year to assess teacher knowledge of effective classroom management strategies in response to students' negative social and emotional behaviors in the learning environment.

Person Responsible

Kim Sealey

Schedule

Triannually, from 8/3/2017 to 5/24/2018















Evidence of Completion

Teacher Survey Data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|---------------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
| G1.B1.S2.A2 A376091 | Our Math Coach will attend the NCTM Conference in Orlando to gather additional instructional... | Sealey , Kim | 10/18/2017 | Agendas and Event Program | 10/20/2017 one-time |
| G1.B1.S1.A4 A376089 | All K-5 instructional staff will participate in a full day of collaborative planning, using data,... | Sealey , Kim | 10/23/2017 | PD Sign-in sheet | 10/30/2017 one-time |
| G1.B1.S3.A2 A376093 | Fifth Grade Teachers will plan for student science writing and instruction through a full planning... | Williams, Neena | 11/15/2017 | Sign-in sheets for planning session | 11/15/2017 one-time |
| G1.B4.S2.MA1 M406682 | Review AR Zone of Proximal Development (ZPD) designation for an increase. | Anderson, Cassandra | 10/2/2017 | AR Weekly reports for all ESOL tutoring students. | 12/21/2017 weekly |
| G1.B4.S2.MA1 M406683 | A pre- and post- assessment will be given to students involved in ESOL tutoring. | Sealey , Kim | 10/2/2017 | Pre and Post test results for each student. | 12/21/2017 one-time |
| G1.B4.S2.A1 A376096 | Third through fifth grade ESOL students will be involved in ELA and/or Math after school tutoring. | Sealey , Kim | 10/2/2017 | Student attendance sheets | 12/21/2017 weekly |
| G1.B1.S2.A1 A376090 | Teachers will receive support from school-based and district coaches, as well as administration,... | Sealey , Kim | 8/10/2017 | PLC Agendas and sign-in sheets | 2/22/2018 monthly |
| G1.B1.S3.A1 A376092 | Teachers will incorporate student writing tasks throughout academic content areas each day. | Sealey , Kim | 9/5/2017 | Journal writing posted in the classroom; Genre student writing samples | 3/15/2018 monthly |
| G1.MA1 M406684 | Increased student achievement results from progress monitoring data. | Sealey , Kim | 8/17/2017 | Data for Reading: Reading Wonders weekly assessments, iStation (monthly), STAR (quarterly) and STAR Early Literacy (quarterly) Data for Math: Module assessments, iStation (monthly), STAR Math (quarterly), Getting Ready for FSA (Go Math), and on-going assessments from Go Math | 5/24/2018 monthly |
| G2.MA1 M406690 | Support Staff Team will review and compare monthly Genesis Discipline Reports to the corresponding... | Sealey , Kim | 8/14/2017 | Support Staff Team Minutes | 5/24/2018 weekly |
| G1.B1.S1.MA1 M406672 | Teacher collaboration will reflect conversations around all students and their instructional... | Sealey , Kim | 8/17/2017 | Differentiated lesson plans, student data folders (re-assessments from remediation instruction). | 5/24/2018 weekly |
| G1.B1.S1.MA1 M406673 | During PLC's, all ESE and Regular Education teachers will bring their student data to... | Sealey , Kim | 8/17/2017 | In Reading: reports for formative assessments, Reading Wonders weekly assessments, AR, STAR In Math: reports for formative and summative assessments, module assessments and STAR Math | 5/24/2018 weekly |
| G1.B1.S1.A1 A376086 | In Reading, teachers will monitor their formative assessments, to include weekly Reading Wonders... | Anderson, Cassandra | 8/10/2017 | Pass through observation and walk through evaluation data, Lesson plans that show differentiation and extension or remediation plans for all learners, progress monitoring data (formative classroom assessments, RW weekly assessments, AR, STAR, etc.); and, PLC Sign-in Sheets and collaborative notes showing participation in the professional learning and classroom action plan for student improvement. | 5/24/2018 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------------|-------------------------------|--|-----------------------|
| G1.B1.S1.A2  A376087 | In Math, teachers will monitor their formative and summative assessments in order to plan for the... | Williams, Neena | 8/10/2017 | Pass through observation and walk through evaluation data, Lesson plans that show differentiation and extension or remediation plans for all learners, progress monitoring data (formative classroom assessments, module assessments, STAR, etc.); and, PLC Sign-in Sheets and collaborative notes showing participation in the professional learning and classroom action plan for student improvement. | 5/24/2018 weekly |
| G1.B4.S1.MA1  M406680 | Increase in students' skills reflected in iStation progress monitoring. | Sealey , Kim | 9/14/2017 | iStation reports | 5/24/2018 monthly |
| G1.B4.S1.MA1  M406681 | Pass-throughs and walk-throughs | Sealey , Kim | 8/31/2017 | Journey entries | 5/24/2018 weekly |
| G1.B4.S1.A1  A376095 | Teachers will participate in periodic professional development of the components and application of... | Anderson, Cassandra | 8/17/2017 | PLC notes; lesson plans, small group lesson plans, teacher reflections | 5/24/2018 monthly |
| G2.B2.S1.MA1  M406687 | A survey will be conducted before training, mid-year and end-of-year to assess teacher knowledge of... | Sealey , Kim | 8/3/2017 | Teacher Survey Data | 5/24/2018 triannually |
| G2.B2.S1.MA1  M406688 | Pass-through and walk-through observations by administration. | Sealey , Kim | 10/11/2017 | Observation evidence of deescalation strategies used in classrooms recorded in SharePoint. | 5/24/2018 daily |
| G2.B2.S1.MA2  M406689 | A Behavior Tracking Form is submitted with a Discipline Referral and includes attempted... | Sealey , Kim | 10/11/2017 | When a Discipline Referral is submitted, a corresponding Behavior Tracking Form (including attempted deescalation strategies) is attached. | 5/24/2018 daily |
| G2.B2.S1.A1  A376098 | Provide strategies about the Seven Engagement Factors from "Engaging Students with Poverty in Mind"... | Vandersteen, Michelle | 8/3/2017 | Notes and collaborative discussions monitored by administration during PLC's; Counselor's Corner suggestions in the Weekly Team Newsletter. | 5/24/2018 monthly |
| G2.B2.S1.A2  A376099 | Provide staff with deescalation strategies to calm the agitated student and create a positive... | Sealey , Kim | 10/11/2017 | Reflection sheet and follow-up discussion notes during PLC's | 5/24/2018 one-time |
| G1.B1.S1.A3  A376088 | Self-contained, resource and inclusion ESE teachers will attend weekly collaborative grade level... | Sealey , Kim | 8/10/2017 | Collaborative Planning Sign-in sheet | 5/25/2018 weekly |
| G1.B1.S2.MA1  M406674 | Student achievement data, as it is used to drive instruction for specific learning needs, will show... | Sealey , Kim | 8/10/2017 | Data from the following sources: Reading wonders weekly assessments, iStation Priority Report, Teacher-made formative and summative assessments and Accelerated Reading Summary Report | 5/25/2018 weekly |
| G1.B1.S2.MA1  M406675 | Review of teacher lesson plans and student small group plans to monitor for implementation of... | Sealey , Kim | 8/10/2017 | Walkthrough data, professional development agendas, PD sign-in sheets | 5/25/2018 monthly |
| G1.B1.S3.MA1  M406676 | Improvement of analytical writing samples through the weekly Reading Wonders Assessments | Sealey , Kim | 9/11/2017 | PLC Agenda with Question #11 tracking sheet discussion, grade level writing samples shared during PLCs | 5/25/2018 monthly |
| G1.B1.S3.MA1  M406677 | Student writing portfolios will be created for each K-5 student | Sealey , Kim | 8/10/2017 | Student writing samples | 5/25/2018 quarterly |

V. Professional Development Opportunities

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

G1. If we strengthen core ELA and Math instruction by increasing the rigorous tasks across all grade levels, then we will increase ELA proficiency by 10% and Math proficiency by 5% as evidenced by the Spring 2018 FSA data.

G1.B1 Lack of data analysis to drive instruction.

G1.B1.S1 Reflective Practice: Use data results from formative assessments to identify strengths and weaknesses in individual student learning. Teachers collaboratively address areas of concerns by planning instruction for effective remediation in order to improve student understanding toward mastery of the standards.

PD Opportunity 1

In Reading, teachers will monitor their formative assessments, to include weekly Reading Wonders assessments, in order to plan for the individual instructional needs of all learners.

Facilitator

Cassandra Anderson, Reading Coach

Participants

All instructional staff to include classroom paraprofessionals.

Schedule

Weekly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

In Math, teachers will monitor their formative and summative assessments in order to plan for the instructional needs of all learners.

Facilitator

Neena Williams, Math Coach

Participants

All instructional staff to include classroom paraprofessionals.

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G1.B1.S2 Professional development will be provided by district and school-based coaches to strengthen teachers' understanding of identifying specific learner needs through data.

PD Opportunity 1

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

Facilitator

Cassandra Anderson, Neena Williams, Kerry Foster, Beth Dawson, Polly Burkhardt

Participants

All instructional staff members

Schedule

Monthly, from 8/10/2017 to 2/22/2018

G1.B1.S3 Teachers will implement writing across all content areas.

PD Opportunity 1

Teachers will incorporate student writing tasks throughout academic content areas each day.

Facilitator

Cassandra Anderson

Participants

All K-5 instructional teachers

Schedule

Monthly, from 9/5/2017 to 3/15/2018

PD Opportunity 2

Fifth Grade Teachers will plan for student science writing and instruction through a full planning day with Polly Burkhardt

Facilitator

Polly Burkhardt

Participants

Fifth Grade Teachers

Schedule

On 11/15/2017

G1.B4 Lack of literacy foundational skills.

G1.B4.S1 Increase teachers' knowledge of a balanced literacy program.

PD Opportunity 1

Teachers will participate in periodic professional development of the components and application of a balanced literacy program, to include knowledge of the continuum of literacy (decoding, fluency, comprehension skills).

Facilitator

Anderson, Cassandra

Participants

All instructional staff

Schedule

Monthly, from 8/17/2017 to 5/24/2018

G2. If safe and supportive strategies are implemented school-wide, then conditions for learning will facilitate student engagement.

G2.B2 Teachers' lack of knowledge on how to respond to negative social and emotional responses from the students.

G2.B2.S1 Staff implements proactive classroom strategies to respond to negative social and emotional responses from students in order to create a positive and engaging learning environment.

PD Opportunity 1

Provide strategies about the Seven Engagement Factors from "Engaging Students with Poverty in Mind" by Eric Jensen to instructional staff.

Facilitator

Michelle Vandersteen, Guidance Counselor

Participants

Teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

PD Opportunity 2

Provide staff with deescalation strategies to calm the agitated student and create a positive classroom environment.

Facilitator

Michelle Vandersteen and Angela Clark

Participants

Teachers

Schedule

On 5/24/2018

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, teachers will monitor their formative assessments, to include weekly Reading Wonders assessments, in order to plan for the individual instructional needs of all learners. | | | | \$7,691.60 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$7,691.60 |
| | | | Notes: ELA Ready Books Supplemental resources to meet the needs of all learners following the disaggregation of data. | | | |
| 2 | G1.B1.S1.A2 | In Math, teachers will monitor their formative and summative assessments in order to plan for the instructional needs of all learners. | | | | \$13,349.72 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5000 | 510-Supplies | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$2,000.00 |
| | | | Notes: Participation for 5 teachers to attend the "National Council of Teacher of Math Regional Conference" in Orlando | | | |
| | 5000 | 510-Supplies | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$11,349.72 |
| | | | Notes: Math Ready Books Supplemental materials for teachers to meet the individual needs of students following Math disaggregation. | | | |
| 3 | G1.B1.S1.A3 | Self-contained, resource and inclusion ESE teachers will attend weekly collaborative grade level planning. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | All K-5 instructional staff will participate in a full day of collaborative planning, using data, to address areas of student academic concerns. | | | | \$4,787.20 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$4,787.20 |
| 5 | G1.B1.S2.A1 | Teachers will receive support from school-based and district coaches, as well as administration, during pre-planned professional development. | | | | \$0.00 |
| 6 | G1.B1.S2.A2 | Our Math Coach will attend the NCTM Conference in Orlando to gather additional instructional strategies to implement in classrooms with teachers. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

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| | | | | | | |
|-----------|--------------------|--|--|-----------------|---------------|--------------------|
| | | | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$1,000.00 |
| 7 | G1.B1.S3.A1 | Teachers will incorporate student writing tasks throughout academic content areas each day. | | | | \$17,443.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5000 | 510-Supplies | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$17,443.00 |
| | | | <i>Notes: Step Up to Writing</i> | | | |
| 8 | G1.B1.S3.A2 | Fifth Grade Teachers will plan for student science writing and instruction through a full planning day with Polly Burkhardt | | | | \$700.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0201 - North Lakeland Elementary School Of Choice | Title, I Part A | | \$700.00 |
| | | | <i>Notes: 5 substitutes for Fifth Grade teachers for one day</i> | | | |
| 9 | G1.B4.S1.A1 | Teachers will participate in periodic professional development of the components and application of a balanced literacy program, to include knowledge of the continuum of literacy (decoding, fluency, comprehension skills). | | | | \$0.00 |
| 10 | G1.B4.S2.A1 | Third through fifth grade ESOL students will be involved in ELA and/or Math after school tutoring. | | | | \$0.00 |
| 11 | G2.B2.S1.A1 | Provide strategies about the Seven Engagement Factors from "Engaging Students with Poverty in Mind" by Eric Jensen to instructional staff. | | | | \$0.00 |
| 12 | G2.B2.S1.A2 | Provide staff with deescalation strategies to calm the agitated student and create a positive classroom environment. | | | | \$0.00 |
| | | | | | Total: | \$44,971.52 |